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

MAAC 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, systems-oriented intervention strategies (couple, family, group, and community) and the impact of addiction 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 culturally competent students who can evaluate diverse individual, group, and family populations including those for addiction 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. MEASURABLE LEARNING OUTCOMES
Below is the program learning outcomes for Liberty University’s Counseling Department, followed by the student learning outcomes specifically designed for this course.

Department Objectives
1. Student will be able to identify multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2. Student will be able to verbalize theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
3. Student will be able to identify the multicultural counseling competencies as set down by ACA.
4. Student will be able to identify issues that impact heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.
5. Student will identify issues that relate to the effects of power and privilege for counselors and clients.
6. Student will identify help-seeking behaviors of diverse clients.
7. Student will identify the impact of spiritual beliefs on clients’ and counselors’ worldviews.
8. Student will identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
9. Student will be able to identify the various forms of ingestive and progressive addiction.
10. Student will be able to identify the affect of addiction on various cultures.
11. Consider a biblical/theological perspective that promotes appreciation of diversity while maintaining a distinctively Christian viewpoint.
12. Student will demonstrate appropriate graduate research and writing skills.

Course Objectives
1. Student will be able to compare and contrast a variety of identity development models. Then choose a model and apply concepts to his/her personal life.
2. Student will be able to recognize how white privilege has affected the lives of Americans.
3. Student will be able to identify his/her level of cultural competency and begin putting together a plan of improvement.
4. Student will begin developing counseling skills for working with clients from various backgrounds.
5. Student will explore various cultures from a biblical/theological perspective.
6. Student will be able to apply the ACA Code of Ethics to work with clients from diverse cultures.

IV. Course Requirements and Assignments
A. Textbook, publications, other 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 will then create a Discussion Board thread of 350–450 words answering the question posted for the week. Weekly information will be applied to the discussion where pertinent. The student must
also reply to at least 2 classmates’ threads each reply must be at between 200 - 300 words (make sure when discussing readings you reference the information, both within the thread and as a reference at the end). All discussion boards must be formatted in APA 6th Edition.

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 cannot use a culture of a family member or friend. The student will select a cultural 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 formatting, including a title page and a reference page.

Students seeking addiction certification/licensure can use attendance at 3 AA, NA, AlAnon or other self-help group meetings as one of the required events.

Part 1
Part 1 - Paper
The student will read 3 scholarly sources (less than 5 years old) on his/her chosen cultural group (a scholarly sources comes from a professional journal). The student must also examine 3 other sources (web, internet, newspaper, YouTube etc.) related to the selected culture. One source must deal with addiction in some form. A paper between 1000 and 1500 words will be submitted using APA to format the paper.

Part 1 - Forum
Based on the Cultural Immersion Project – Part 1, the student will write a thread of at least 500 to 600 words sharing what he/she learned from the project (Do not submit your paper for this assignment) in the Cultural Immersion Project – Forum 1. The student must also reply to at least 2 classmates’ threads, each reply must be at between 200 - 300 words. Make sure to reference where appropriate.

Part 2
Part 2 - Paper
The student will attend and actively participate in 2 events related to his/her selected cultural group (4-5 hours). These activities must be sponsored by or provided for the particular cultural group. The student will then submit a paper of between 1000 - 1500 words formatted in APA. In this paper the student will utilize information from Part 1 to compare and contrast what he/she has learned through the research and the experience he/she had with the culture. Make sure to reference your work.
Part 2 - Forum
Based on the Cultural Immersion Project – Part 2, the student will write a thread of at least 500 - 600 words in Cultural Immersion Project – Forum 2 Forum describing his/her experiences (Do not submit your paper for this assignment). The student must also reply to at least 2 classmates’ threads, each reply must be at between 200 - 300 words.

Part 3
Part 3 - Paper
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. Include a question related to alcohol/drug use found in the culture. A 900 – 1000 word paper will be constructed using the information from the interview formatted in APA. Once again use Parts 1 and 2 to compare and contrast what you have learned in your interview with your previous work.

Part 3 - Forum
Based on the Cultural Immersion Project – Part 3, the student will write a thread of 350 - 450 words in the Cultural Immersion Project – Part 3 Forum sharing what he/she learned from the interview and how it relates to the two previous projects (Do not submit your paper for this assignment). The student must also reply to at least 2 classmates’ threads, each reply must be at between 200 - 300 words.

E. Quizzes (3)
The student will complete 3 quizzes that are open-book/open-notes, the questions are all multiple-choice questions. Each quiz has 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 found in the textbook for that particular period. Study Guides can be found in Week 1 Reading and Study section.

VI. COURSE GRADING AND POLICIES

F. Points
Course Requirements Checklist 10
Group Discussion Board Forums (5 at 50 pts each) 250
Cultural Immersion Project
Part 1 70
Part 1 Forum 50
Part 2 100
Part 2 Forum 50
Part 3 70
Part 3 Forum  
Quizzes (3 at 120 pts each)  

Total  

Grade Scale  
D- = 680–699  F = 0–679  

G.  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.

H.  Tests/Exams
1. For timed tests/exams students are required to completed by midnight on Sunday of the exam week, 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. Late submissions will be penalized at 5% per day, cumulative, with no quiz 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.

I.  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.

J. 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.

K. Disability Assistance
Students with a documented disability may contact Liberty University Online 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.
# COURSE SCHEDULE

**MAAC 504**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</table>
| 1           | Capuzzi & Hays: chs. 1–3  
SAMHSA: ch. 2  
6 presentations  
1 PDF | Course Requirements Checklist  
Class Introductions  
Group DB Forum 1 | 10  
0  
50 |
| 2           | Capuzzi & Hays: chs. 4–6  
6 presentations | Cultural Immersion Project – Part 1 Paper  
Cultural Immersion Project – Part 1 Forum | 70  
50 |
| 3           | Capuzzi & Hays: chs. 7–10  
SAMHSA: chs. 3–5  
5 presentations  
1 article | Group DB Forum 2  
Quiz 1 | 50  
120 |
| 4           | Capuzzi & Hays: chs. 11–12  
4 presentations  
1 website | Group DB Forum 3 | 50 |
| 5           | Capuzzi & Hays: ch. 13  
SAMHSA: pp. 103–116  
4 presentations  
1 article | Cultural Immersion Project – Part 2 Paper  
Cultural Immersion Project – Part 2 Forum | 100  
50 |
| 6           | Capuzzi & Hays: chs. 14–15  
2 presentations  
1 article  
1 website | Group DB Forum 4  
Quiz 2 | 50  
120 |
| 7           | Capuzzi & Hays: chs. 16–17  
SAMHSA: pp. 116–138  
6 presentations | Cultural Immersion Project – Part 3 Paper  
Cultural Immersion Project – Part 3 Forum | 70  
50 |
| 8           | Capuzzi & Hays: chs. 18–21  
SAMHSA: pp. 150–159  
4 presentations  
1 article  
3 websites | Group DB Forum 5  
Quiz 3 | 50  
120 |

**TOTAL** 1010

LUC = Liberty University Custom  
SAMHSA = Substance Abuse and Mental Health Services Administration  
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**.