COUN 504

Ethnicity, Families, and Counseling

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
COUN 504  
Ethnicity & Family Therapy  
Professor’s notes*  
As of July 7, 2007

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 8  
This course is enjoyable to most students but is demanding. I advise taking this course alone or with one other 8 week course that is low demand.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 9  
Three texts are used, as well as several articles. To augment your understanding, I’ve made numerous short audiolectures of key concepts for each week. Compared to other COUN courses, the reading is above average.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 8  
This course contains 5-8 online, narrated powerpoint topical lectures averaging 5-15 minutes in length. In addition to the above, this course requires the student to listen to 15 – 30 minute video clips of interviews/sessions with ethnic students. This course relies heavily on this type of learning activity. These are actively integrated into the weekly discussion boards.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 3  
This course contains one online multiple choice & true/false exam.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 10
This course contains weekly online graded discussion boards. For two weeks, there are two discussion boards instead of one. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned dates/times of each week of the course). The requirements are clearly stated and defined. A general grading rubric for the discussion boards is provided.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?**

Level of demand = 8
This course contains two written papers, one a self exploration of family cultural history and the other an experiential paper focusing on pursuing a current interaction with another cultural group. Thus, interviews with family members and interactions with another cultural group are involved, in addition to the typical research done on a paper. The format and grading rubric for each paper are provided online.

**Additional comments:**

While a demanding course, this is also a very enjoyable course for many students. They like the multicultural student video interviews and the paper assignments.

This is a very well-organized course. Students often comment of how the narrated PowerPoints were helpful and that they knew exactly what was required of them.

The student will feel very connected to their fellow classmates as there is a healthy portion of interaction and encouragement among the class.
**COURSE CHART**

**COUN 504**

*Note: All content is based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.*


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Brammer Ch. 1</td>
<td>Introductory DB</td>
<td>0</td>
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<tr>
<td></td>
<td>Diller Chs. 1-3</td>
<td>DB 1</td>
<td>5</td>
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<tr>
<td></td>
<td>5 presentations</td>
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<tr>
<td>2</td>
<td>Diller Ch. 6</td>
<td>DB 2</td>
<td>5</td>
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<td></td>
<td>McGoldrick Chs. 36, 52</td>
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<td>2 videos &amp; 6 presentations</td>
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<td>3</td>
<td>McGoldrick Ch. 31, pp. 379-383</td>
<td>DB 3</td>
<td>5</td>
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<td></td>
<td>4 online articles</td>
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<td>1 video &amp; 3 presentations</td>
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<td>Brammer Ch. 2</td>
<td>DB 4</td>
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<td>Diller Chs. 7 &amp; 12</td>
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<td>McGoldrick Ch. 2</td>
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<td>2 videos &amp; 3 presentations</td>
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<td>5</td>
<td>Brammer Chs. 3-4</td>
<td>DB 5</td>
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<td></td>
<td>Diller Ch. 10</td>
<td>Cultural Family Background Paper</td>
<td>20</td>
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<td></td>
<td>McGoldrick Ch. 11, 20, &amp; 28</td>
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<td>DB 6</td>
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<td>Diller Ch. 11</td>
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<td>McGoldrick Chs. 2 &amp; 3</td>
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<td>Brammer Ch. 7 &amp; 11</td>
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<td>3 online articles</td>
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<td>8</td>
<td>3 online articles</td>
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<td>DB 8</td>
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<td>Cultural Immersion Paper</td>
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<td>Final Exam</td>
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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).

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**Syllabus**

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
COLLEGE OF ARTS AND SCIENCES
THE CENTER FOR COUNSELING AND FAMILY STUDIES

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COUN 504
**ETHNICITY, FAMILIES, AND COUNSELING**

**REQUIRED TEXTBOOKS**


**REQUIRED JOURNAL ARTICLES** (available online or identified as posted in weekly module material)


**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 approaches appropriate to each. 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.
I. **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.

II. **PREREQUISITES**

COUN 501, 502, 503, & 510

III. **COURSE OBJECTIVES**

Students will:

A. Compare and contrast their own cultural background with their current family of origin practices. Such critiques will be measured through the Cultural Background Paper. (Meets CACREP Standards 2b, 2d).

B. Analyze their own emotional responses in culturally different contexts to identify potential biases. Such analysis will be measured through the Cultural Immersion Project. (Meets CACREP Standards 2b, 2d).

C. Contrast the impact of native language versus “English as a second language” in the therapeutic process. Competency in this area will be measured through a video review and discussion board question based on that review. (Partially meets CACREP standards 2c, 2e, 2f)

D. Differentiate the role of social justice/advocacy strategies in multicultural counseling from traditional therapeutic strategies. Competency in this area will be measured through discussion board questions and the final exam. (Meets CACREP standard 2d)

E. Critique the role of indigenous healer consultation in mental health counseling. Competency in this area will be measured through discussion boards. (Partially meets CACREP standard 2c)

F. Increase knowledge of community interventions as a component of multicultural counseling. Competency in this area will be measured through the Cultural Immersion Experience and the final exam (see below for a description of each of these). (Meets CACREP Standard 2c, 2d, 2e)
G. Distinguish the roles of subtle racism (unintentional discrimination) and overt racism (intentional discrimination) in ethnic clients’ experiences. Competency will be measured through video reviews and discussion board questions based on those reviews. (Meets CACREP standard 2d)

H. Develop an understanding of the variety of cultures nationally and internationally. Competency will be measured through video reviews/discussion boards, the cultural immersion project, and the final exam. (Meets CACREP standard 2a)

I. Differentiate the roles of between & within group differences in the production of individual client differences. Competency in this area will be measured through the discussion boards, cultural immersion project, and the final exam. (Meets CACREP standards 2a)

J. Distinguish how diverse client lifestyle experiences impact their lives. Competency in this area will be measured through video reviews/discussion boards. (Meets CACREP standard 2b, 2d)

K. Increase knowledge of other worldviews and how these views impact a client’s cultural beliefs and behaviors. Competency in this area will be measured through the discussion boards, final exam, and Cultural Immersion Project. (Meets CACREP standard 2a, 2b).

L. Consider a biblical/theological perspective that promotes respect for diversity while maintaining a distinctively Christian viewpoint. The discussion boards will measure students’ understanding of this perspective. (Note: The student does not have to agree with this perspective, but merely understand it.)

M. Apply basic assessment skills necessary for multicultural counseling. Assessment areas include:
   1. Racial identity development
   2. Acculturation assessment
   3. Religious/spiritual assessment

Competency in this area will be measured through students’ interview component of the immersion project and analysis of video content in discussion boards. (Meets CACREP Standard 2c, 2e, partially 7f)
N. Comprehend ethical and legal aspects of multicultural treatment. Competency in this area will be measured through discussion board items and the final exam. (Meets CACREP Standard 2f)

O. Explain basic multicultural counseling competencies. Competency in this area will be measured through discussion board items and the final exam. (Meets CACREP Standard 2f, 2e)

P. Understand the influence culture and worldview assumptions have on research strategies, interpretation of data, and clinical assessment. Competency in this area will be measured through the final exam. (Partially meets CACREP standards 8f.)

Q. Examine sociocultural aspects of stress and abuse in families along with treatment strategies (including social justice interventions) to alleviate them. Competency in this area will be measured through the discussion boards and final exam. (Partially meets CACREP standard 2c)

R. Consider cultural aspects of substance abuse along with treatment strategies that address these elements. Competency in this area will be measured through discussion boards and the final exam. (Partially meets CACREP standard 2e)

S. Comprehend how mental and physical characteristics impact client experience and influence treatment. Competency in this area will be measured through the final exam. (Partially meets CACREP standard 2a)

IV. MATERIALS FOR LEARNING
A. Internet Access and Microsoft Word
B. Textbooks
C. Journal Articles

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Discussion Boards
Group discussion activities for this course are found in the DISCUSSION GROUPS section of Blackboard. Each student will be assigned to a small group of 4–7 students to permit more in-depth interaction between students around the question topics. On occasion and at the discretion of the instructor, an All Class discussion board may be used for some
postings. (See About Your Course/Syllabus and Other Key Document for detailed instructions.)

B. Cultural Background Paper

Each student will complete a cultural background paper describing the background of their parents or primary caregivers in regards to family culture. If you have a multi-racial background, like myself, pick the two most predominate cultures. You will look at some of the research describing people from your background and interview your parents/significant care givers and other significant family members to get information. (See About Your Course/Syllabus and Other Key Document for detailed instructions.)

C. Cultural Immersion Experience & Paper

Each student will select a cultural group of interest that you have little or no experience with, attend and participate actively in an event or activity (e.g., church services and/or church-related meetings, community organization meeting, fund-raising events, school-related meetings or activities, support groups) sponsored by or provided to that cultural group, conduct a one-hour interview with a member of this cultural group to develop an understanding of the cultural factors that helped to shape that individual's cultural identity, and then write a 7–10 page paper about the immersion experience and interview. (See About Your Course/Syllabus and Other Key Document for detailed instructions.)

D. Final Exam

Your final exam will be multiple-choice/true-false. A list of terms and question areas is given in your Final Exam Hints sheet posted in the About Your Course section under the Syllabus and Other Important Documents folder.

VI. Evaluation and Grading

Late papers/assignments will receive a 5 point penalty per day late.

A. Weight

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion boards (5% per small group DB)</td>
<td>40%</td>
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<tr>
<td>Cultural Background Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural Immersion Experience &amp; Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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B. Scale

<table>
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<tr>
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<th>Range</th>
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<tr>
<td>A</td>
<td>90–100</td>
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<td>B</td>
<td>80–89</td>
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<tr>
<td>C</td>
<td>70–79</td>
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<tr>
<td>D</td>
<td>60–69</td>
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<tr>
<td>F</td>
<td>0–59</td>
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C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

VII. Participation Policy and Other Expectations

A principle our Lord taught in Scripture was the importance of “counting the cost” before engaging in an activity (Luke 14:28–30). Accordingly, it’s important for you as a student to understand the level of commitment each course taken in the online MA program entails. Below are the expectations for the course:

1. Anticipate **18–20 hours per week** for this course. In other words, treat this course like a part time job. The trade-off is that this course is shorter (8 weeks versus a full semester). You are making an investment in your future.
2. Have continuous access to a reliable internet provider. The service must permit sending email with attachments, as well as receiving such email.
3. Broadband, DSL, or wireless internet services are strongly recommended as flash media are used in this course. Such clips can take long periods of time to download on dial up modem connections. Consider using your local library’s computers if it has DSL and you don’t. Of course, bring some headphones to listen comfortably.
4. Microsoft Word 98 or above is needed for written assignments.
5. Emails will be sent to you using your Liberty email address only.
6. You are responsible for checking your email daily.
7. Checking the course’s Announcements section of Blackboard is also required daily.
8. Adequate Blackboard skills are mandatory. Specifically, knowing various areas of Blackboard such as Discussion Groups, Weekly Modules, Assignments, etc. and how to download and view documents in MS Word, Adobe (.pdf), PowerPoint (.ppt), and Real Audio are required. See Blackboard Proficiency below for a description of Liberty’s resources to learn Blackboard.
9. Attendance in the course’s distance learning activities and assignments (Discussion Boards postings, etc.) is mandatory. Two unexcused online absences will result in failure of the course. (See Discussion Board Online Absences below for more details).
10. Reading course materials, viewing flash media, and completing assignments by the deadlines indicated are required.
11. Be sure you can complete this course within the 8 weeks allotted for its duration. Incompletes are not granted for poor planning; rather, they are only granted for true emergency situations.
12. Agreement and/or respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of both personal and professional development as a counselor.
13. Each student is expected to complete assignments (including discussion boards) in a manner consistent with the Liberty University honor code (ex., no cheating or plagiarism) and other guidelines found in *The Liberty Way*. The quality standards for work submitted or posted on Blackboard are expected to be appropriate for graduate level work. These expectations include excellent grammar/spelling, coherent paragraphs, APA style, and sufficient levels of written organizational structure for the assignment.

14. If you are aware of problems that may limit your performance on any of the assignments (e.g., inadequate writing skills, Blackboard skills deficiency, test anxiety, speaker’s anxiety, a learning disability, etc), please let the instructor know early in the semester and take steps to address these limitations by seeking other assistance as needed. See Liberty’s policies regarding learning disabilities. If you are unaware of where or how to receive assistance for a particular issue, please contact your academic advisor for an appropriate referral.

**Emailing Your Instructor**

All e-mail messages related to this course should include the course number (e.g., COUN 504), and the name of the student (For example, SUBJECT: COUN 504, John Smith). Following these directions enables the professor to quickly identify the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

**Blackboard Proficiency**

Materials are available to help students learn Blackboard (Bb). After logging into your Liberty portal, enter your Bb site. There you will see a heading entitled Students. Click on Bb Help. You will find two columns to assist you. Bb Orientation contains a tutorial in which you can select different Bb functions and learn how to use them. The Quick Reference Tutorial (the other column) is also available to help you.

**Discussion Board Online Absences**

Two unexcused absences from Blackboard discussion group participation or assignment completion will constitute failure of the course. Only with Dean, Program Chair, or Course Manager approval (if the course is being taught by an adjunct) may a student with such absences be permitted to continue the course. Under such conditions, no further absences (whether excused or unexcused) would be allowed. Completion of all course work and any additional assignments developed by the faculty member would be required in order to receive a passing grade. A student with two absences may petition to withdraw and receive a W or WF instead of an F. The Dean and faculty determine if such a petition is granted.

The faculty member deducts 10% from the student’s final grade for each online absence (excused or unexcused). At the discretion of the faculty member, alternative assignments may be developed to gain back the lost percentage points.

The criteria for classification as an excused absence are as follows:
1. Family emergencies, serious illness, an unavoidable and non-reoccurring work conflict, or a non-reoccurring computer technical problem that was beyond the student’s control.

2. The student must have contacted the faculty member before the absence. If there is a technology-related problem that has created the difficulty, students located in the United States are expected to leave a phone message for the instructor with information about the difficulty. If the urgency of non-technical reasons for an absence prevented such contact, then the student must have contacted the faculty member no more than 4 days after the absence. Only under extraordinary circumstances and at the discretion of the instructor may the absence be classified as excused when it does not meet the contact criteria. The instructor is not responsible to contact the student to inquire about an absence.

3. After the faculty member determines the absence classifies as excused, the initially assigned work must be completed within a 7 day period and additional work may be assigned to make up for the absence. Such additional work must be completed by the deadline prescribed by the faculty member. The faculty member decides what final grade percentage the student can make up for completing both the original and additional assignments.

See the Course Chart for specific weekly assignments and deadlines.