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

HSCO 509
MULTICULTURAL ISSUES IN HUMAN SERVICES

COURSE DESCRIPTION

This course examines contemporary scholarship on race/ethnic relations and addresses issues of racial/ethnic identities, gender inequality, and disability discrimination. It will examine social stratification by looking at various public policy arenas, social institutions, and the history of group marginalization. The course employs case studies, various readings, and theoretical and empirical literature on racial/ethnic relations, gender, and disability issues.

RATIONALE

This course is helpful if the student plans on living, ministering, or working in the U.S. It explores the dynamics of the multicultural paradigm and provides a Christian perspective on what the role of the church of Jesus Christ should be. The course fundamentally assumes two things: first, all Christians are called to be the “Salt and Light” of the world and this responsibility is not limited to those that look and act like us and, second, changing population demographics is rapidly creating a “look and feel” to the U.S. that is representative of all people groups.

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 Word

IV. Measurable Learning Outcomes

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

A. Explain how American society has been and continues to be shaped by the interaction of diverse groups.
B. Integrate and critically evaluate the literature on multicultural diversity, including an understanding of the unique worldviews of diverse groups.
C. Identify behaviors, whether overt or covert, which create a hostile environment for any member of a people group recognized as oppressed.

D. Develop a biblical rationale and a strategy of diplomacy as it relates to divisive issues such as affirmative action, white privilege, role of women, and disability accommodations.

E. Explain how various minority communities preserve and express their culture of origin as well as processes of acculturation by which they incorporate aspects of the broader U.S. culture.

F. Explain the impact disability has on the social context, family, race, and ethnicity and how to serve the needs of this population.

G. Analyze the role government, laws, and movements have on the disability community.

H. Demonstrate an understanding of how to present reasoned discussion of multicultural issues in a manner consistent with current formatting guidelines.

I. Identify concerns and strategies for counseling multicultural clients considering the unique characteristics of multicultural clients.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

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. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will create a thread of at least 400 words. The thread must include 1 cited, academic resource. The student will then reply with at least 200 words to at least 2 of his/her classmates’ threads. Each reply must interact with a minimum of 1 academic resource. All citations for the forums must be completed in current APA formatting.

D. Title Page and Topic Rationale

The student will create a research paper for this course. For this assignment, the Title Page and Topic Rationale for the paper are to be completed. The title page must conform to current APA formatting guidelines and will serve as the title page for the Final Paper. The topic rationale must be a 1–2-paragraph rationale explaining the reasons the topic was chosen.

E. Abstract and Outline

The student will submit an Abstract of his/her Final Paper. The Abstract must be a 1-paragraph summary of the Final Paper that consists of 150–250 words. The student will also submit a tentative outline beneath the abstract.

F. Annotated Bibliography
The student will submit an Annotated Bibliography for his/her Final Paper. The Annotated Bibliography will be a collection of 1-paragraph summaries of the articles the student plans to use in the Final Paper. The Annotated Bibliography must include at least 10 peer-reviewed journal resources. The annotations must include the full and current APA format and must be listed in alphabetical order.

G. Case Study

The assignment provides 3 scenarios from which the student may choose 1 to develop into a Case Study. The student will discuss how he/she would proceed with the client. Interaction with at least 3 peer-reviewed resources in the discussion is required. The sources must be cited according to current APA format in the body of the paper as well as on the reference page. This paper must be 3–5 pages, use current APA format, and include a title page, abstract page, and reference page.

H. Final Paper

The Final Paper must be 10–12-pages on the topic previously submitted. The paper must include a title page, abstract page, and reference page. This paper must be supported with at least 10 peer-reviewed journal resources. Current APA format must be used for this assignment.

I. Quizzes (4)

There will be 4 Quizzes in this course. Each quiz will be open-book/open-notes and have 25 multiple-choice questions based on textbook readings. The student will have 1 hour to complete each quiz.

VI. Course Grading and Policies

A. Points

Course Requirements Checklist 10
Discussion Board Forums (4 at 100 pts ea) 400
Title Page and Topic Rationale 25
Abstract and Outline 25
Annotated Bibliography 50
Case Study 100
Final Paper 200
Quizzes (4 at 50 pts ea) 200
Total 1010

B. Scale

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

**HSCO 509**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
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</table>
| 1           | Hays & Erford: chs. 1–2  
1 presentation  
1 website     | Course Requirements Checklist  
Class Introductions  
DB Forum 1 Thread  
Quiz 1          | 10  
0  
50  
50 |
| 2           | Hays & Erford: chs. 3–4  
1 presentation | DB Forum 1 Replies  
Title Page and Topic Rationale | 50  
25 |
| 3           | Hays & Erford: chs. 5–6  
1 presentation  
1 website     | DB Forum 2 Thread  
Abstract and Outline  
Quiz 2          | 50  
25  
50 |
| 4           | Hays & Erford: chs. 7–8  
1 presentation | DB Forum 2 Replies  
Annotated Bibliography | 50  
50 |
| 5           | Hays & Erford: chs. 9–10  
1 presentation  
1 website     | DB Forum 3 Thread  
Quiz 3          | 50  
50 |
| 6           | Hays & Erford: chs. 11–13  
1 presentation | DB Forum 3 Replies  
Case Study       | 50  
100 |
| 7           | Hays & Erford: chs. 14–16  
1 presentation  
1 website     | DB Forum 4 Thread  
Quiz 4          | 50  
50 |
| 8           | Hays & Erford: chs. 17–18  
1 presentation | DB Forum 4 Replies  
Final Paper      | 50  
200 |

**Total**: 1010

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.