

**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***

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### **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
<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. 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.

D. 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.

E. 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***

### **HSCO 509**

Textbook: Hays & Erford, *Developing multicultural counseling competence* (2018).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Hays & Erford: chs. 1–2 1 presentation 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Thread Quiz 1	10 0 50 50
<b>2</b>	Hays & Erford: chs. 3–4 1 presentation	DB Forum 1 Replies Title Page and Topic Rationale	50 25
<b>3</b>	Hays & Erford: chs. 5–6 1 presentation 1 website	DB Forum 2 Thread Abstract and Outline Quiz 2	50 25 50
<b>4</b>	Hays & Erford: chs. 7–8 1 presentation	DB Forum 2 Replies Annotated Bibliography	50 50
<b>5</b>	Hays & Erford: chs. 9–10 1 presentation 1 website	DB Forum 3 Thread Quiz 3	50 50
<b>6</b>	Hays & Erford: chs. 11–13 1 presentation	DB Forum 3 Replies Case Study	50 100
<b>7</b>	Hays & Erford: chs. 14–16 1 presentation 1 website	DB Forum 4 Thread Quiz 4	50 50
<b>8</b>	Hays & Erford: chs. 17–18 1 presentation	DB Forum 4 Replies Final Paper	50 200
<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**.