

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

PACO 504

MULTICULTURAL ISSUES IN PASTORAL COUNSELING

COURSE DESCRIPTION

This course introduces students to the constructs of Ethnicity, Families, and Counseling. It focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic minorities are studied along with the counseling approaches appropriate to each.

RATIONALE

Today's society is diverse. Tomorrow's world will contain an even more multicultural mix. In order to possess the values, knowledge, and skills to impact tomorrow's world in a way that reflects God's love and compassion, today's ministers, especially pastoral counselors, must be prepared to work effectively and efficiently with this increasingly diverse population.

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. RECOMMENDED RESOURCES

Anderson, D. (2004) *Multicultural ministry: Finding your church's unique rhythm*. Grand Rapids, MI: Zondervan. ISBN: 9780310251583.

Clinton, T., & Hawkins, R. (2009). *The quick-reference guide to biblical counseling*. Grand Rapids, MI: Baker Books. ISBN: 9780801072253.

Clinton, T., & Laaser, M. (2010). *The quick-reference guide to sexuality and relationship counseling*. Grand Rapids, MI: Baker Books. ISBN: 9780801072369.

DeYmaz, Mark & Li, Harry. (2010). *Leading a healthy multi-ethnic church: Seven common challenges and how to overcome them*. Grand Rapids: Zondervan. ISBN: 9780310515395.

Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (4th ed.). Belmont, CA: Cengage Learning. ISBN: 9781285075402.

Elmer, D. (2002). *Cross-Cultural connections: Stepping out and fitting in around the world*. Downers Grove, IL: InterVarsity. ISBN: 9780830823093.

Ferree, M. C. (2010). *No stones: Women redeemed from sexual addiction* (2nd ed.). Downers Grove, IL: InterVarsity Press. ISBN: 9780830837403.

Hallman, J. (2008). *The heart of female same-sex attraction: A comprehensive counseling resource*. Downers Grove, IL: InterVarsity Press. ISBN: 9780830834297.

Hildebrand, V. P., Phenice, L. A., Gray, M. M., & Hines, R. P. (2008). *Knowing and serving diverse families* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132285445.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.) (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: The Guilford Press. ISBN: 9781593850203.

Sue, Derald Wing, & Sue, David. (2016). *Counseling the culturally diverse: Theory and Practice* (6th ed.). Hoboken, NJ: Wiley and Sons. ISBN: 9781119084303.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office
- D. Adobe Reader

V. MEASURABLE LEARNING OUTCOMES

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

- A. Analyze multicultural trends as they impact the church and pastoral care environment.
- B. Compare and contrast his/her own cultural background, attitudes, beliefs, understandings, and acculturative experiences with those of persons from other cultural groups.
- C. Articulate his/her own model of pastoral multicultural care in light of existing pastoral care theories.
- D. Differentiate how different cultural experiences shape a pastoral care client's identity development.
- E. Differentiate individual, couple, family, group, and community pastoral care strategies for working with diverse populations.
- F. Distinguish how different church and pastoral care responses to clients with sexual orientation issues can hinder or help the person's healing and growth in Christ.
- G. Articulate how gender differences impact pastoral care issues and ministry strategies.
- H. Compare and contrast how different worldview assumptions between pastoral counselors and their clients influence assessment and pastoral counseling.
- I. Describe a biblical/theological perspective that promotes appreciation of diversity in creation while maintaining a distinctively evangelical viewpoint.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations, and articles
- 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 (5)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 5 Discussion Board Forums designed to allow the student to interact with course materials. Each Discussion Board Forum consists of a 500-word thread and at least 1 reply to a classmate that is at least 250 words. The student must incorporate and synthesize course materials, support his or her assertions using scholarly research, and use current APA format.

D. Book Response: *Letters across the Divide*

After reading *Letters across the Divide*, the student will report on how the concepts of the book apply to his or her life situation. The paper will include 3 main sections. First, though the book features a discussion between only 2 races, the student will apply the principles to other racial/cultural groups. Second, the student will discuss barriers to racial/cultural harmony and reconciliation of the featured race/culture. Finally, the student will address a pastoral counseling case study.

E. Book Response: *Seeking Allah, Finding Jesus*

After reading *Seeking Allah, Finding Jesus*, the student will provide a research-based commentary on Islam. The student will then discuss the author's (Qureshi) conversion to Christianity. Finally, the student will address a pastoral counseling case study.

F. Exams (3)

The student will complete 3 timed, non-cumulative, open-book/open-note exams. Each exam will consist of 25 multiple-choice and true/false questions covering the course textbook readings, and have a 1-hour time limit.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 100 pts ea)	500
Book Response: <i>Letters across the Divide</i>	100
Book Response: <i>Seeking Allah, Finding Jesus</i>	100
Exams (3 at 100 points each)	300
Total	1010

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. 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 will 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 being accepted seven (7) days after original due date without written approval from the professor. Whenever possible, this approval must be sought prior to tests due date.

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

COURSE SCHEDULE

PACO 504

Textbooks: Anderson & Zuercher, *Letters across the Divide* (2001).
 Hays & Erford, *Developing Multicultural Counseling Competence* (2014).
 Qureshi, *Seeking Allah, Finding Jesus* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Anderson & Zuercher: chs 1-3 Hays & Erford: chs. 1-2 Qureshi: Prologue, Part 1 3 presentations	Course Requirements Checklist Class Introductions	10 0
2	Anderson & Zuercher: chs 4-7 Hays & Erford: chs. 3-4, 7 Qureshi: Parts 2-3 6 presentations	DB Forum 1 DB Forum 2	100 100
3	Anderson & Zuercher: chs 8-12 Hays & Erford: chs. 5, 8, 13 Qureshi: Parts 4-5 4 presentations 1 article	Exam 1	100
4	Anderson & Zuercher: pp. 13-15 Hays & Erford: ch. 6 Qureshi: Parts 6-8 1 presentation 1 website	DB Forum 3	100
5	Hays & Erford: ch. 9 Qureshi: Parts 9-10, Epilogue 1 presentation 1 article	Book Response – <i>Letters across the Divide</i>	100
6	Hays & Erford: chs. 10, 15 2 presentations 1 article 1 website	DB Forum 4 Exam 2	100 100
7	Hays & Erford: chs. 11-12 4 presentations	Book Response – <i>Seeking Allah, Finding Jesus</i> DB Forum 5	100 100
8	Hays & Erford: chs. 14, 16-17 4 presentations 1 article 3 websites	Exam 3	100
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**.