

# Course Syllabus

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## PSY609: Multicultural Theories & Development

**Dates:** 7/3/17 - 8/23/17

**Meeting Day/Time:**

Mondays, 3:00 p.m. - 5:00 p.m.

Wednesdays, 2:00 p.m. - 5:00 p.m.

**Location:** Mission Valley Campus Room 308

**Credit Hours:** 3

### PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Ben Coleman

**Email:** [bcolema1@pointloma.edu \(mailto:bcolema1@pointloma.edu\)](mailto:bcolema1@pointloma.edu)

### COURSE DESCRIPTION

This foundational course clarifies key issues in human nature and prepares the student for developing a world-view that is consistent with their theological and spiritual orientation.

We will study social and cultural foundations of the behavior of individuals, families, and diverse groups, including contextual factors effecting treatment (poverty, resilience, stress, divorce, family systems, etc.) and explore how therapeutic interventions impact culturally distinct populations.

### INSTITUTIONAL LEARNING OUTCOMES (ILO)

#### 1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

#### 2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

#### 3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

### **PROGRAM LEARNING OUTCOMES (PLO)**

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT, LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity and advocacy; assessment; research and evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, and research and cultural context).
3. Students will demonstrate the ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, and ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

### **COURSE LEARNING OUTCOMES**

This course is designed to prepare students to meet the licensure standards in Clinical Mental Health programs as a clinically competent multicultural counselor. This will be achieved by preparing the student to demonstrate required knowledge pertaining to the cultural and social context of topics, trends, and relationships in a multicultural society:

1. Identify theories of multicultural counseling, identity development, and social justice.
2. Identify multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.
3. Examine attitudes, beliefs, understandings, and acculturative experiences across cultures (include student's personal experience though experiential learning activities designed to grow this understanding).
4. Evaluate multicultural counseling situations based on Biblical standards and that promotes appreciation of diversity.
5. Examine strategies for working with and advocating for diverse populations from a multiculturally competent perspective.
6. Examine counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, that promote optimal wellness for the whole person.
7. Identify counselors' role in eliminating biases, prejudices, and process of intentional and unintentional discrimination and oppression.
8. Begin to develop a professional identity and its associated responsibilities based the student's chosen emphasis (populations students are competent to serve).
9. Demonstrate appropriate graduate research and writing skills (including APA style) through papers and presentation associated with Cultural Immersion Experience.
10. Understand and explain issues of collaboration with other professionals in diverse settings as they apply

to the student's chosen emphasis.

## GROUND-RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open. . . opposing viewpoints are welcomed
4. All are learners and all are teachers. . . we will learn from each other
5. Mistakes are okay. . . this is a no-guilt, no-blame zone
6. The point is to learn and grow. . . grades are a by-product and not the goal
7. Integrity and honesty are expected

## CREDIT HOUR INFORMATION

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending up to 15-20 hours a week engaged in the course. The estimated time expectations for this course are shown below:

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions	--	38	--
Participation in Cultural Immersion Project Activities		10	
Reading		26	
Writing		30	
Other Assignments and Learning Activities		15	
Quizzes		15	
<b>TOTAL HOURS</b>	--	134	--

## COURSE ASSIGNMENTS

1. **Attendance and Discussion:** Students will participate in discussions both in the classroom and online in canvas.
2. **Cultural Presentation:** Students will develop and present a project on multicultural counseling.
3. **Quizzes:** Quizzes will be objective and in essay format. Quizzes will include assigned reading and lecture material.
4. **Final Paper:** Students will develop a final paper based on a study of a particular culture.

## REQUIRED TEXTS AND RECOMMENDED RESOURCES

Hays, D. G., & Erford, B. T. (2014). *Developing multicultural counseling competence: A systems approach* (2nd ed.). Upper Saddle River, NJ: Pearson.

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

### Additional Readings

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association.

Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Point Loma Nazarene University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

### APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/) (<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

## ASSESSMENT AND GRADING

### Grading Points

Assignments	Percentage Based on Points Earned
Attendance and Discussions	20%
Quizzes and Surveys	30%

Cultural Presentation	25%
Final Paper	25%
	<b>TOTAL: 100%</b>

### Grade Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

### ATTENDANCE POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. If more than 20 percent of the classes are reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.

A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the course. Registered students who neither attend the first class session nor inform the instructor of record of their desire to remain in the class may, at the request of the instructor, be removed from the class roster.

Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Academic Administration. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

If a student misses a class for a University excused absence the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation.

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of learned theory

Days of grace may or may not be allowed for late assignments. Speak with your instructor directly if an emergency arises and you are unable to complete your work on time.

## **SPIRITUAL CARE**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life \(http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life\)](http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life) web page.

## **ACADEMIC ACCOMMODATIONS**

*NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).*

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations by phone at (619) 563-2810. You may also ask your academic advisor or program director for any additional accommodation information.

## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See Academic Policies in the [current academic catalog \(https://catalog.pointloma.edu/\)](https://catalog.pointloma.edu/) for full text.

## **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials

protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.***

## Course Summary:

Date	Details	
Wed Nov 16, 2016	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/200371">Mid-Course Evaluation (https://canvas.pointloma.edu/courses/35196/assignments/200371)</a>	due by 11:59pm
Mon Aug 7, 2017	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210537">Quiz 5 (https://canvas.pointloma.edu/courses/35196/assignments/210537)</a>	due by 11:59pm
Sun Aug 20, 2017	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210543">Quiz 6 (https://canvas.pointloma.edu/courses/35196/assignments/210543)</a>	due by 11:59pm
Sun Aug 27, 2017	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/200376">End-of-Course Evaluation (https://canvas.pointloma.edu/courses/35196/assignments/200376)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210546">Final Paper (https://canvas.pointloma.edu/courses/35196/assignments/210546)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210544">Quiz 7 (https://canvas.pointloma.edu/courses/35196/assignments/210544)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/200374">Attendance &amp; Participation (https://canvas.pointloma.edu/courses/35196/assignments/200374)</a>	
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210545">Culture Presentation (https://canvas.pointloma.edu/courses/35196/assignments/210545)</a>	
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210538">Quiz 1 (https://canvas.pointloma.edu/courses/35196/assignments/210538)</a>	
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210539">Quiz 2 (https://canvas.pointloma.edu/courses/35196/assignments/210539)</a>	

Date	Details
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210540">Quiz 3 (https://canvas.pointloma.edu/courses/35196/assignments/210540)</a>
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210542">Quiz 4 (https://canvas.pointloma.edu/courses/35196/assignments/210542)</a>
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210598">WK6: Class Discussion (https://canvas.pointloma.edu/courses/35196/assignments/210598)</a>
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210650">WK7: Class Discussion (https://canvas.pointloma.edu/courses/35196/assignments/210650)</a>
	 <a href="https://canvas.pointloma.edu/courses/35196/assignments/210651">WK8: Class Discussion (https://canvas.pointloma.edu/courses/35196/assignments/210651)</a>



