

Welcome to Multicultural Counseling. This course will employ cultural awareness, recognition of different ethnic groups and their values and mores, lifestyle traditions and changes, and counseling in culturally diverse situations.

Course: CO615M&MN Multi-Cultural Counseling
Credit: 3 credit hours
Semester: Summer 2025, Session 2 (July 7th – August 15th)
Time: July 17-18th
Instructor: Doug Geiger, MA, LPC, NCC (douglas.geiger@calvary.edu)

DESCRIPTION

An appraisal of cultural issues related to cross-cultural counseling. This course will employ cultural awareness, recognition of different ethnic groups and their values and mores, lifestyle traditions and changes, and counseling in culturally diverse situations. (Prerequisite: CO601& CO603)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

Note: The State of Missouri requires that classes for licensure be taken synchronously (either in class or Livestream). If you are taking courses for Licensure for the state of Missouri you must be present either in class or Livestream for every class. Failure to do so may result in not meeting requirements for State Licensure in Missouri.

OBJECTIVES

- A. Understand biblical and theological foundations of God's heart to reach the nations (PLO 1, 2, and 3).
- B. Understand the multicultural nature of God's family/community in the Old and New Testament (PLO 1, 2, and 3).
- C. Increase personal awareness and sensitivity to social and cultural differences (PLO 3, 4, and 5).
- D. Enhance the counselor's ability to effectively counsel those of another cultural background (PLO 3, 4, and 5).
- E. Identify the commonalities humans share regardless of culture or background (PLO 3, 4, and 5).

- F. Appraise the cultural factors that may be part of a counseling situations, including different worldviews and value systems (PLO 3, 4, and 5).
- G. Compare the effect of religion on culture with other influences (PLO 1, 3, 3, and 5).
- H. Define the word culture and identify cultural norms and values in various cultures (PLO 1, 2, 3, and 5)
- I. Identify significant differences and cultural diversity that counselors will find in a variety of ethnic groups (PLO 3 and 5).
- J. Identify challenges for counselors in a multicultural setting, either in this country or abroad, with people of other cultural backgrounds (PLO 3 and 5).

REQUIRED TEXTS/MATERIALS

- Anderson, D. A. (2007). *Gracism: The art of inclusion*. Intersivarsity Press. ISBN# 978-0-8308-3440-2.
- Hays, D. G., & Erford, B. T. (2018). *Developing multicultural counseling competence: A systems approach* (3rd ed.). Pearson. ISBN: 9780134523804.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.) (2005). *Ethnicity and family therapy* (3rd ed.). Guilford Press. ISBN: 9781462502240.
- The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

REQUIREMENTS

- **Class Participation (5%) (Obj. A, B, C, D, E, F, G, H, I, J)**

Students are expected to (watch videos) lectures as scheduled as well as to engage in discussion of presented topics. Personal involvement during class time is an essential element of active learning, and students will be graded accordingly. Students watching online are expected to interact by emailing or texting questions and comments.

- **Reading Assignments (10%) (Obj. C, D, E, F, G, H, I, J)**

The required text is due according to the following deadlines. Students will report completion of reading on CANVAS by uploading word document stating the completion of the reading.

DUE #####

- **Written Assignments (80%) (Obj, A, B, C, D, E, F)**
 - A. Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. (Note: Turn-It-In.com will be used to verify assignment integrity.)

All research papers *must* follow the APA style according to the revised 7th edition. For questions please consult the *Publication Manual of the American Psychological Association*, (7th ed.,) or <http://apastyle.apa.org>.

- ❖ **Participate in four discussion boards.** These discussion boards will center around the topic of a multicultural understanding of the Scriptures: 1) what Scriptures say about God's heart to reach the nations; 2) God's intentional emphasis on multiculturalism in the church; 3) the problems and challenges that can arise when different ethnicities and cultures live in community; 4) How the gospel, in contrast to secular solutions, addresses the issues of racism, ethnocentrism, and tribalism.

Purpose: The purpose of the discussion boards is to provide the students with an opportunity to collaborate with the rest of the class in the exegesis of Scripture in relation to the reality of God's multicultural kingdom, the problems and challenges that can present to loving one's neighbor.

Each of the six designated weeks the student will be required to respond to a question on the discussion board. The posts must be substantive in nature and respond to the question considering Scripture, the textbook, and other pertinent research.

The initial post in response to each question must be posted to the discussion board by 11:59 p.m. CST on Tuesday of the week in which the question is asked. This will allow time for classmates to respond to the post. The student will also be expected to respond to at least two (2) other classmates' responses to the question in each discussion board. These interaction posts are due by 11:59 p.m. CST on Wednesday. You are also expected to answer any questions left on your post during the week. The first round of responses to questions left on your thread are due by 11:59 p.m. CST on Thursday. Discussions will continue until Saturday at 11:59 p.m. CST. Participation in each discussion post will be 30 points (20% of the final grade). Posts will be graded on professional courtesy, humility, critical thinking, understanding of common grace and the authority of Scripture.

1. Discussion One: Question for July 17th **(DUE #####)**
2. Discussion Two: Question for July 24th. **(DUE #####)**
3. Discussion Three: Question for July 31st. **(DUE #####)**
4. Discussion Four: Question for August 7th. **(DUE #####)**
5. Discussion Five: Questions for August 14th. **(DUE #####)**

(Obj. A, B, C, E, F, G, H, I, J)

- **Write a 15-page paper** that discusses how the gospel relates to ethnic/racial reconciliation. The paper will emphasize God's heart to reconcile different people groups to both himself and each other in one multicultural family. At the same time, the paper should contrast how the gospel reconciles different people groups to one another with how secular models of ethnic/racial reconciliation work. The paper should follow APA formatting standards and utilize at least 10 different academic sources. **DUE ##### (Obj. A, B, C, D, E, F, G, H, I, J). (25%)**
- The student will conduct an **Interview** with either a Christian LPC **or** pastoral counselor from a different ethnicity than that of the student. **The interviewee should have experience counseling different ethnicities than his or her own.** The student will ask the following questions.
 1. What has been your experience counseling the culturally diverse?
 2. How do you feel about the concept of power differentials when counseling those of different ethnicities and genders?
 3. What specific skillsets do you incorporate into your process when counseling the culturally diverse?
 4. How do you feel Scripture informs your approach with counseling the culturally diverse?

The student will summarize the interview in a five-page paper that will be uploaded on Canvass. DUE ##### (Obj. A, B, C, D, E, F, G, H, I, J). (25%)

- The student will **volunteer to serve** at least one day with an organization (either nonprofit or church) that emphasizes helping people groups **and/or** socioeconomic groups that are different than that of the student. It is not a requirement that the organization be faith based. The goal of the assignment is for the student to experience a serving in the context of a culture different than his or her own.

The student will summarize the volunteer experience in a three-page paper that will be uploaded on Canvass. DUE ##### (Obj. A, B, C, D, E, F, G, H, I, J). (35%)

The paper should include:

1. The name of the organization
2. The mission statement of the organization

3. What the student did on the specific volunteer day.
4. How the experiences of this assignment related to the class.

METHODS

- Structured class lectures and discussion.
- Research and writing
- Interviews
- Serving
- Grading Scale according to catalog
- Weighing of Course Requirements for Grading

Class participation: 5%

Reading assignments: 10%

Written assignments: 25%

Interviews: 25%

Serve: 35%

Late Assignments

Papers turned in one (1) week late will result in a reduction of one (1) letter grade. Papers turned in two (2) weeks late will result in a reduction of two (2) letter grades. No later papers will be accepted.

ADDITIONAL INFORMATION

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.