

# **Gordon-Conwell Theological Seminary**

**CO/WM 712 Cross-Cultural Counseling  
Spring 2012**

**INSTRUCTOR: Rod Cooper, Ph.D.**

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**Class Meeting Times: Fridays-6:30-9:30 p.m., Saturdays—9:00 am-4:30 pm**

**Weekends: February 10-11; March 09-10; April 13-14**

**Office Hours: Wednesday afternoon's and Friday afternoon before class**

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## **Course Description**

The purpose of this course is to provide an overview of cross-cultural considerations in the conduction of therapy with families and individuals of different cultural backgrounds. Emphasis is given to family roles, structures, functions and systems and to the context in which individuals relate. It is the instructors hope that each student will develop a counseling ministry which will be sensitive and helpful to various cultural groups. Counseling, whether it be in the USA or overseas, requires a basic understanding not only of how various ethnics live life, but also one's own possible stereotypes which may hinder effectiveness in the therapy process. The course provides an opportunity to develop sensitivity and insight as well as strategies needed to work effectively among people in cross-cultural settings. The main focus of this course will be upon working with American minorities. Lectures, guest speakers, films, and a cross-cultural inventory will be utilized to present techniques and approaches in working in a multicultural context.

## **Gordon-Conwell Mission**

The primary connection to the mission of Gordon-Conwell's mission is to equip the student to have an effective evangelical presence in the Church and Society by knowing how to engage caringly and compassionately, in a Christ-like manner, through a biblical counseling foundation, to different ethnic and cultural groups through counseling.

## **Relation to Curriculum**

This particular course not equips the student to be knowledgeable about cultural and ethnic differences in counseling but also prepares them for the state licensure exam by fulfilling those requirements as well.

### Course Objectives

- A. **General:** To develop or enhance (1) a knowledge and understanding of the major issues surrounding multicultural counseling and (2) the ability of the counselor to diagnose and treat effectively those of a different ethnic background. Consideration of world-views, values and micro, macro and ecosystems will be explored.
- B. **Educational:** (1) Develop a competence in understanding the historical, sociological, familial, and societal influences placed upon each ethnic or minority group; (2) to understand the various theories concerning each ethnic group's attitude toward society and counseling; (3) to gain an understanding of one's own possible prejudices or stereotypes toward certain ethnic populations and develop a plan in dealing with them; and (4) to develop a biblical framework for race relations which will, in turn, affect cross-cultural counseling. The integration of psychological, anthropological and theological perspectives is a must to develop insights necessary in ministry of delivery of services in different cultural settings.

### Performance Objectives:

- A. **Cognitively:** (1) To articulate the different issues a therapist faces in forming a therapeutic alliance with clients of a different ethnic origin; (2) to explain the different approaches to bring about an effective counseling relationship with clients of a different ethnic background; (3) to identify the salient features of American culture and how it varies from those around it; (4) to understand the major subcultures with American life; (5) to recognize the ramifications of poverty, urban life, and ghettoization on emotional functioning; (6) to be able to apply effective counseling strategies with missionaries and the children of missionaries; and (7) to evaluate my own adaptability to cross-culture and then work on those areas that require change.
- B. **Affectively:** (1) To develop a greater appreciation for cultures that see the world in a different framework than I do; (2) to develop a greater appreciation concerning the struggles ethnics face in living in America; (3) to rejoice in a God who loves variety -- especially in people groups; and (4) to thank God for the cross-through which the "wall" has been removed making reconciliation possible.

## Course Requirements

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to course work both in class and out of class. The following breakdown of hours for assignments is approximate for the various course assignments:

<b>Reading Log: 60 hours</b>	<b>Students actual time:</b>
<b>Term Paper: 20 hours</b>	<b>Students actual time:</b>
<b>Reflection paper: 5 hours</b>	<b>Students actual time:</b>
<b>Bible Story: 5 hours</b>	<b>Students actual time:</b>
<b>Movie Presentation: 15 hours</b>	<b>Students actual time:</b>
<b>Class Time: 30 hours</b>	<b>Students actual time”</b>

## Required Textbooks

Sue, D.W. and Sue, D. (2008). *Counseling the Culturally Diverse: Theory and Practice (5<sup>th</sup> Ed.)* New York: John Wiley. ISBN: 9780470086322

Rah, Soon-Chan. (2005) *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, ILL: IVP Press. ISBN: 9780830833603

Volf, Miroslav (1996). *Exclusion and Embrace: A Theological Exploration of Identity, Otherness and Reconciliation*. Nashville, TN: Abingdon Press. ISBN: 9780687002825

**The purpose of the course is to acquire a broad knowledge of the subject. Thus the student is expected to read along with the required texts an additional 1000 pages. The reading log will be due on June 04, 2010.**

## Recommended Resources:

Atkinson, David R. (2004). *Counseling American Minorities (6<sup>th</sup> Ed.)* New York: McGraw Hill. ISBN: 9780697361851

McGoldrick, M. Giordano, J. and Garcia-Preto, N. (eds.) (2005) *Ethnicity and Family Therapy*. (3rd ed.) New York: Guilford Press. ISBN: 9781593850203

## **Course Assignments**

### **Term Paper:**

A research paper which focuses on how counseling will vary with a certain ethnic group because of cultural variations. This paper is to cover issues the counselor should be aware of in counseling the particular ethnic group chosen for the paper. Issues in delivery of services, possible barriers, innovative methods, at an individual and family level, represent possible topics for discussion. This paper is due . **May 14<sup>th</sup>**. (15 pages in length plus references and APA style)

### **Reflection Paper:**

Write a 3-4 page reflection paper concentrating on your own ethnic background and its influence on your perceptions of other groups that are different, your own therapeutic modality and counseling style. **This paper is Due March 10,2012.**

### **Bible Story**

Write a 3-4 page paper on a Bible story where there is a clash of cultures How was the conflict handled? This is to be a 2-3 page paper. **Due April 14,2012.**

### **Movie Analysis**

The student is to be a part of a group (no more than 5) and choose one movie to view dealing with racial relationships. The group is then to present its summary of the movie (with clips) of the themes, world-view and their impressions from a societal and Christian viewpoint. Presentations will be no longer than 20 minutes. **Presentations on March, 9-10,2012.**

### **Suggested movies:**

1. Not Without My Daughter
  2. Malcolm X
  3. How The West Was Lost
  4. Boyz In The Hood
  5. Return of the Titans
  6. Crash
  7. Mississippi Masalla
  8. My Big Fat Greek Wedding
- ETC.

### **ATTENDANCE**

Comment: Full attendance and participation is expected in this course. The course is compact, accelerated and challenging, demanding attention, concentration and 'being there. Students participate in small group discussions focusing on multi-cultural cases as to learn from concrete examples.

### **GRADING:**

Grading criteria for written work: (1) promptness, (2) organization, (3) comprehensiveness and content concerning the topic, (4) writing style, (5) practicality and evidence of personal impact of the information. APA format expected. **NO LATE PAPERS ACCEPTED.**

The final grade will be a composite score drawn from the percentages of each assignment:

Reading Log: 25%

Term Paper: 40%

Presentation: 15%

Reflection Paper: 10%

Bible Story: 10%

### **DOCUMENT FORMATTING AND CITATION STYLE REQUIREMENTS**

ALL WORK, ASIDE FROM REFLECTION PAPER, IS TO BE DONE IN THE A.P.A. STYLE

### **Syllabus Addendum**

For other seminary policies refer to attached Syllabus Addendum

## **COURSE SCHEDULE:**

**February 10-11:**

**Introduction to Topics**

**Trends concerning Multiculturalism and Pluralism**

**Generational Views of Racial Relationships**

**Cultural issues in Counseling**  
**Western and Non-Western Worldviews (Values)**  
**Christ, the Christian and Culture**  
**Psychopathology in Cross-Cultural perspective (Norms)**  
**The Culturally Skilled Counselor**

**March 9-10:**

**Presentations and Group discussion**  
**Sociopolitical Considerations of Mistrust in Counseling**  
**Communication Across cultures (proxemics etc)**  
**Styles of Communication**

**April 13-14:**

**Racial/Cultural Identity Development**  
**Counseling:**  
**Black Americans**  
**Native Americans**  
**Mexican-Americans, Latinos and Hispanics**  
**Asian Americans**  
**Missionaries**  
**Review and Conclusions**

## **BIBLIOGRAPHY**

Dwairy, M. (2006) *Counseling and psychotherapy with Arabs and Muslims: A culturally sensitive approach* (Multicultural foundations of Psychology and Counseling). Teachers College Press.

Elmer, D. (1993). *Cross-Cultural Conflict: building relationships for effective ministry*. Downers Grove, IL: InterVarsity Press.

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Fong, K.U. (1999) *Pursuing the Pearl: A comprehensive resource for multi-Asian ministry*. Valley Forge, PA: Judson Press.

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Gopaul-McNicol, S., and Thomas-Presswood, T. (1998) *Working with linguistically and culturally different children: Innovative and clinical and educational approaches*. Needham Heights, MA: Allyn & Bacon.

Harkness, J.A., van de Vijver, F.L. & Mohler, P.P. (Eds.) (2003) *Cross-Cultural Survey Methods* (Wiley Series in Survey Methodology). Hoboken, NJ: John Wiley.

Hays, P. (2001) *Addressing cultural competencies in practice: A framework for clinicians and counselors*. DC: APA Books.

Helms, J.E. and Cook, D.A. (1999) *Using race and culture in counseling and psychotherapy: Theory and process*. Needham Heights, Ma: Allyn & Bacon

Hesselgrave, D. (1991). *Communicating Christ cross-culturally* (2<sup>nd</sup> Ed.) Grand Rapids: Zondervan.

Hoshmand, L.T. (Tsoi). (2002) *Culture, psychotherapy, and counseling: Critical and integrative perspectives*. Sage Publishers.

Houser, R., Wilczenski, F.L. & Domokos-Cheng Ham, M. (2006). *Culturally relevant ethical decision-making in counseling*. Sage Publishers.

Kang, S. (2003). *Unveiling socioculturally constructed multivoiced self*. Lanham: University Press of America.

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Kraft, C.H. (1979). *Christianity in Culture: A study in dynamic biblical theologizing in cross-cultural perspective*. Maryknoll, NY: Orbis Books.

Lartey, E.Y. & Poling, J.M. (Eds.) (2003). *In living color: An intercultural approach to pastoral care and counseling (2<sup>nd</sup> Ed.)* London: Jessica Kingsley Publishers.

Lee, L. Zane, N. (1998) *Handbook of Asian American psychology*. Newbury Park: Sage.

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Lingenfelter, S. and Mayers, M. (2003). *Ministering cross-culturally: An international model for personal relationships (2<sup>nd</sup>. Ed.)* Grand Rapids, MI: Baker Academic

Wong, P.T.P. & Wong, L.C. J. (Eds.) (2005). *Handbook of Multicultural Perspectives on Stress and Coping*. Springer.

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Pope-Davis, D. & Coleman, H. L. K. (2000). *The intersection of Race, Class, and Gender: Implications for Multicultural Counseling*. Thousand Oaks, CA: Sage Publications.

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*Amerasia Journal*  
*Journal of Black Psychology*  
*Journal of Cross Cultural Psychology*  
*Culture and Psychology*  
*Hispanic Journal of the Behavioral Sciences*  
*Journal of Asian Psychology*  
*Journal of Multicultural Counseling and Development*  
*Journal of Asian American Studies*

## Syllabus Addendum

### **Academic Standards**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source.

Plagiarism can also involve over dependence on other source material for the scope and substance of one's writing.

Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

### **ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

### **Cancellation of Class**

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

### **Extension Policy**

Arrangements for submission of late work at a date on or before the "last day to submit written work", as noted on the seminary's *Academic Calendar*, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the "last day to submit written work." Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

### **Grades**

Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

### **Returned Work**

Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.