**Course Description:**
The purpose of this course is to provide an overview of cross-cultural considerations in the conduction of counseling 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 instructor’s 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.

**Gordon Conwell Mission:**
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

**Course Objectives:** Knowledge and Skill Outcomes (CACREP II.D.2): This section contains specific CACREP 2009 Standards that will be addressed in the course.
Students will:

- **General:** Develop or enhance (1) a knowledge and understanding of the major issues surrounding multicultural counseling and (2) the ability to diagnose and treat effectively those of a different ethnic background. Consideration of world-views, values and micro, macro and ecosystems will be explored.

- **Educational:** (1) Develop a competence in understanding the historical, sociological, familial, and societal influences placed upon each ethnic or minority group; (2) understand the various theories concerning each ethnic group’s attitude toward society and counseling; (3) 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) 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 or delivery of services in different cultural settings.

- **Performance:**
  a. **Cognitively:** (1) 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-cultural work and then work on those areas that require change.
  b. **Affectively:** (1) Develop a greater appreciation for cultures that see the world in a different framework than I do; (2) develop a greater appreciation concerning the struggles ethnics face in living in America; (3) 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.

CACREP Section II, G

SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

2-a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

2-b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
2-c. theories of multicultural counseling, identity development, and social justice;
2-d. individual, couple, family, group, and community strategies for working with and
advocating for diverse populations, including multicultural competencies
2-e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice,
advocacy and conflict resolution, and other culturally supported behaviors that promote optimal
wellness and growth of the human spirit, mind, or body
2-f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and
unintentional oppression and discrimination.

CMHC Section II-G
D-2. Applies multicultural competencies to clinical mental health counseling involving case
conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional
disorders.
D-5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and
systems modalities for initiating, maintaining, and terminating counseling.
E-1. Understands how living in a multicultural society affects clients who are seeking clinical
mental health counseling services.
E-2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression
on one’s own life and career and those of the client.
E-3. Understands current literature that outlines theories, approaches, strategies, and techniques
shown to be effective when working with specific populations of clients with mental and
emotional disorders.
E-4. Understands effective strategies to support client advocacy and influence public policy and
government relations on local, state, and national levels to enhance equity, increase funding, and
promote programs that affect the practice of clinical mental health counseling.
E-5. Understands the implications of concepts such as internalized oppression and institutional
racism, as well as the historical and current political climate regarding immigration, poverty, and
welfare.
E-6. Knows public policies on the local, state, and national levels that affect the quality and
accessibility of mental health services.
F-1. Maintains information regarding community resources to make appropriate referrals.
F-2. Advocates for policies, programs, and services that are equitable and responsive to the
unique needs of clients.
F-3. Demonstrates the ability to modify counseling systems, theories, techniques, and
interventions to make them culturally appropriate for diverse populations.

Class Structure and Instruction: Method of instruction (CACREP II.D.3): Lectures, guest
speakers, films, and a cross-cultural inventory will be utilized to present techniques and
approaches in working in a multicultural context

Required Texts and/or Readings* (CACREP II.D.4): This section includes all required and
recommended textbooks and/or readings for the course.

The student will be required to take the Intercultural Development Inventory. The inventory is developmental in nature and shows where the student is in regards to their cross-cultural competency as well as the next steps in growing in their cross-cultural competencies by implementing elements of the personal plan that accompanies the inventory. The cost is $25.00 to take the assessment or $75.00 for the assessment and an appointment to go over the results in a private session with Dr. Cooper. [CACREP II.G.2e, 2f; CMHC E.2]

Assignments:

1. Reading Log
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 700 pages.

Recommended Resources:


Due: March 06, 2015. (No percentages for the reading, all or none).

2. Term Paper:  
Write a research paper that 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. [CACREP II.G.2a, 2c; CMHC E.1, E.3]  
Due: March 06, 2015 (20 pages in length plus bibliography).

3. Reflection Paper:  
Write a paper on your ethnic background and how it influences your perceptions of others that are different. How has your theology and culture influenced your perceptions of others that are different? What stage are you in concerning “racial identity” development as a minority or majority person? [CACREP II.G.2b, 2c, 2e, 2f; CMHC E.2, E.5]  
Due: January 23, 2015 (5-8 pages)

4. Ephesians 4:11-17 Paper:  
Write a paper dealing with the issues of Jewish and Gentile reconciliation. What is the context of this passage? What is Paul’s purpose in writing this passage? What does he mean when he talks about the “wall of hostility” being broken down? What are the implications in this passage about racial reconciliation? How does it apply today? In counseling? [CACREP II.G.2b, 2e, 2f; CMHC E.2, E.5]  
Due date: February 13, 2015 (8-10 pages)

5. Movie Analysis:  
The student is to choose one movie to view dealing with racial relationships. The student is then to write a summary of the movie of the themes, world-view and his or her impressions from a societal and Christian viewpoint. How does this movie impact racial views and relationships? What is it saying to the broader society? How does it fit the zeitgeist of our times or of the time when it was produced? [CACREP II.G.2a, 2b; CMHC E.5]  
Due: January 23, 2015 (5 pages)

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

**Grading:**

Grading criteria for written work:
- Promptness
- Organization
- Comprehensiveness and content concerning the topic
- Writing style
- Practicality and evidence of personal impact of the information
- APA format

**Evaluation:**
- Reading Log 25%
- Term Paper 40%
- Reflection Paper 10%
- Ephesians Paper 15%
- Movie Analysis 10%

**Grading Rubric:** Final letter grades will be assigned based on the following distribution:

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>98-100</td>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<td>87-89</td>
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<td>B-</td>
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**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| January 19-20 | • Introduction to topics  
|             | • Trends concerning Multiculturalism and Pluralism  
|             | • Cultural issues in counseling  
|             | • Western and Non-Western Worldviews (Values)  
|             | • Psychopathology in cross- |             |                 |
### Academic Standards/Policy:

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 cancelation 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 online 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

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

Bibliography:


*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