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CO 730 Advanced Issues in Cross-Cultural Counseling

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Course: CO730 O1 (SP 2009)
Title: Adv Issues/Cross-Cultural Couns
Hours: 3.00
Published: Yes, on 12/03/2008
Prerequisites:
- CO601
- PC510

Department: Counseling
Faculty: Dr. Javier Sierra

Meetings:
During 02/09/2009 to 05/22/2009 on Thursday from 9:00a to 11:40a in EXLEXL.

Maximum Registration: 30
Catalog Description: Designed to provide students with theories and techniques of providing counseling to those culturally different. Application of the theories and techniques are also taught.

Objectives:

General: To
(1) develop a knowledge and understanding of the major issues surrounding multi-cultural counseling; and
(2) enhance the ability of the counselor to be able to see beyond the presenting problem, build rapport, and counsel effectively those of a different ethnic background.

Educational: To
(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 attitudes towards society and counseling;
(3) gain an understanding of one's own possible prejudices or stereotypes towards certain ethnic populations and develop a plan in dealing with them; and
(4) develop a biblical framework for race relations which will in turn effect cross-cultural counseling.

Course Performance Goals:
Cognitively: To
(1) articulate the different issues a counselor faces in forming a therapeutic alliance with different clients of a different ethnic origin;
(2) explain the different approaches to bring about an effective counseling relationship with clients of a different ethnic background;
(3) identify the salient features of North American majority Caucasian culture and how it varies from those around it;
(4) understand the major subcultures within North American life;
(5) recognize the ramifications of poverty, urban life, and racism on emotional functioning;
(6) be able to apply effective counseling strategies with peoples from non-western worlds; and
(7) self evaluate on personal knowledge about cross-cultural issues and then work on those areas that require change.

Affectively: To
(1) develop a greater appreciation for cultures that see the world in a different framework than one's own;
(2) develop a greater awareness of the struggles ethnic minorities face because of living in North America;
(3) learn about other cultures outside of North America, celebrating commonalities and differences, and reaffirming the fact that we are all one in Christ; and
(4) learn that Christ is not against culture but meets people within their culture as he transforms them.

Required Texts:


Mucherera, Tapiwa N. (2005). *Pastoral Care From a Third World Perspective: A Pastoral Theology of Care from an Urban Contemporary Shona in Zimbabwe*. NY: Peter Lang

Recommended Texts:


Course Requirements:
1. Participation. [10%]
   You are expected to attend all classes and actively participate in all class related activities and discussions. Discussion is the primary instructional method used for this course. If you miss 3 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

2. Group Presentation and Role Play. [35%] TBA
   Role Plays (will be presented Live in class).
   The class will be divided into groups of 3 or 4 depending on the size of the class. Your particular group will function as an ethnic family unit. Someone will play the role of the counselor. Others will play members of the family unit and must show adequate knowledge from readings and interviews, of their awareness of the particular ethnic role they are playing. The role-play will be video taped live in class. Twenty (20) minutes will be allocated for the role-play. I expect you to practice outside of class at times agreeable to your group. Feedback from peers and the instructor will follow soon after your role-play. There will be 20 minutes devoted to feedback to your role-play.
   Group Presentation on a particular Ethnic minority group (will be presented before or after your role-play).
   The group will identify a family or an ethnic minority person(s), (same ethnic origins) from a cultural background with which the students in the group are not familiar. (If there is an ethnic minority in your group you cannot study that particular individual's culture). In this class, we are studying cultures that are Indigenous or those of ethnic minorities (which excludes...
all Caucasian, Western or Euro cultures). The students should seek to be learners, especially in regards to family structures and traditions, which would impact the counseling process. As a group you will have 40 minutes to present your findings based on research and/or interviews about: a brief history of the ethnic group you have chosen, their experiences of oppression, family values systems, cultural worldview, religious beliefs or spirituality, influence of colonization and Christianity; and stereotypes held by others about that particular group. The students' presentation is an attempt at integrating both the findings (interviews if done) and outside written sources (research in support or contrary to some of the generally held stereotypes about the group. There will be 15 minutes devoted to Q&A following your presentation.

3. Research Paper [35%] Due May 14th
A research paper of 16-18 pages (I will not read beyond 18 pages), addressing the following:

a) a brief historical background of ethnic group's traditional religio-cultural values (world view); influences or experiences of colonization and/or oppression, Christianity; and family values systems. (Please do not choose people considered Western or Caucasians). (5)
b) address how the ethnic minority group continues to experience inequality and give examples of stereotypes, prejudices, racism, oppression, language (verbal and non-verbal) barriers in providing counseling with the particular ethnic group chosen for the paper; and how the counseling relationship is affected by the level of counselor/counselee's racial/ethnic identity development. (5)
c) the question why North American Caucasian or Western theories and approaches in general are not always appropriate and relevant for some ethnic minorities in counseling, particularly with the ethnic group you have chosen; and provide two theories or approaches (with some adjustments) you believe would be most appropriate for the group and why; and what cultural sensitive skills needed in working with the ethnic group you chose; (3)
d) the paper covers the question how you integrate spirituality in counseling with the specific group you chose (also read Counseling Across Cultures p.78-80, 273-287, 291-292). From your research, state the importance of spirituality for this ethnic minority group and what traditional religious beliefs and Christian values that could easily be integrated into a counseling relationship; and (from a Biblical perspective) what mandates are there in providing counseling to those of different culture from one's own? (4)
e) Finally, summarize some of the things that you have discovered about yourself in terms of strengths and the areas of development you need to work on in your engaging others in counseling cross-culturally (1).

NB: If you are from outside the USA, you cannot choose ethnic minorities from the continent, which you come. Ethnic minorities in the class cannot write on counseling Caucasians or your own ethnic group. Basically, you cannot write on ethnic groups of European heritage (Euro-Americans, Europeans, Caucasian-Canadians, etc. or your own or those from your continent of origin).

Please follow APA writing standards and rubrics at the end of this syllabus.

4. Book Summaries. [20%] Due May 21st
You are to submit 2 book-summary reflections (5 pages each, APA style). The first summary should be on Dr. Mucherera’s book, and the second from chapters 8, 9, 10, 13, 17 and 19 of Schwarzbaum’s book.
In this assignment, the student should not simply repeat what the text says. Rather, the student should interact with the material. Such interactions would include, but not be limited to the following suggestive areas: The student's cognitive and emotional reaction to the material; any agreement or disagreements with the author’s position; any new insights gained from the material; behavioral responses to the material (that is, what the student might do differently as a result of reading the material); Christian response to, and/or application of the material; how the material corresponds to or differs from the student’s experience; and how the material might be meaningfully applied within a group context.

A "C" grade paper: Largely repeats in new form what was read, without any meaningful interaction.
A "B" grade paper: Provides interaction around at least a couple of the areas mentioned above in italics or similar areas of consideration.
An "A" paper: Provides significant interaction with the material including 3 or more of the areas mentioned above in italics.

Evaluation:

Course Policies:
Attendance is required and essential for understanding and processing the material. Because of the intensive nature of every session for this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade. This is a challenging course with many experiential opportunities and a significant amount of material to cover. Each student is expected to fully participate in the exercises in class and complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assignments. Informed participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.
All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin. As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.
Written materials should be submitted in printed form by the due date. Although late papers will be accepted,
they will not receive written comments and will receive lower grades.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Gender Inclusive LanguageGender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Exchange of papers, questions and all other written information related to the course would be managed through the course's webpage in Moodle. The following information can help you find support for any technical questions you may have related to the use of that resource.

Virtual Support Contact Information:
For technical support, library research support, library loans, and Virtual media contact Information Commons:
Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733
For general questions and administrative assistance regarding the Virtual program, contact Dale Hale:
ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials
1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm
2. Materials Requests:
   a. To search the library catalog for available materials, click here:
      http://www.asburyseminary.edu/information/index.htm
   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
   c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.
3. Research Questions:
   a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.
4. Online Databases:
   a. To access the online library resources including the library catalog and full-text journal databases, go to:
      http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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Grading Rubrics:
If you review the rubric carefully before you begin your assignment then you will know the standards set to evaluate your work. Rubrics will be uploaded to the course website (Moodle).

Course grading:
I will adhere to the grading criteria on page 30 of the 2006-2008 catalog. Asbury Seminary defines grades using the following criteria:
A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives
A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.). When all is said and done and all the grades are averaged together, here is the final scale of measurement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94+</td>
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<tr>
<td>A-</td>
<td>90</td>
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<tr>
<td>B+</td>
<td>87</td>
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<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
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<tr>
<td>C</td>
<td>73</td>
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<tr>
<td>C-</td>
<td>70</td>
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<tr>
<td>D+</td>
<td>67</td>
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<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
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Class Schedule:

Feb. 12  Class organization and introduction to the course; basic issues in cross-cultural counseling  Counseling the Culturally Diverse Chapters 1, 2, 3, 4 & 5
Feb. 19  Barriers to Effective Multicultural Counseling  Counseling the Culturally Diverse Chapter 6
Feb. 26  White Racial Identity Development  Counseling the Culturally Diverse Chapter 11
Mar. 5   Minority Racial and Identity development  Counseling the Culturally Diverse Chapter 10
Mar. 12  Culturally Apropriate Intervention Strategies; Cross-cultural Family Counseling and Therapy  Counseling the Culturally Diverse Chapters 7 & 8
Mar. 19  Values & Ethics - Counseling Gays & Lesbians  Counseling the Culturally Diverse Chapter 23
Mar. 26  Non-Western and Indigenous Methods of healing; Mid-Term  Counseling the Culturally Diverse Chapter 9
April 2  Reading Week
April 9  Counseling the Multiracial Descent  Counseling the Culturally Diverse Chapter 18
April 16 Counseling in Africa; Counseling African-Americans  Pastoral Care from a Third World Perspective; Counseling the Culturally Diverse Chapter 14
April 23 Counseling American Indians and Alaskan Natives  Counseling the Culturally Diverse Chapter 15
April 30 Counseling Asian-Americans  Counseling the Culturally Diverse Chapter 16
May 7   Counseling Arab-Palestinians  Counseling the Culturally Diverse Chapter 19
May 14  Counseling in Latin America Counseling/ Hispanic Americans  Counseling the Culturally Diverse Chapter 17
May 21  Finals Week