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CO 730 Advanced Issues in Cross-Cultural Counseling

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ADVANCED ISSUES IN CROSS-CULTURAL COUNSELING
CO 730

Instructor: Tapiwa N. Mucherera, Ph.D.  Office: Stanger Hall 409
Office hours: by appointment  Semester: Spring 2006
Pre-requisite: PC510 or CO601  Time: T/Thurs 1:00-2:15pm

I  Course Description
The purpose of this course is to help students to 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 ethnic groups live life but also one=s own possible stereotypes, which may hinder effectiveness in the counseling process. This course is an attempt to integrate material scripturally, experientially, psychologically and theologically. In addition, the course will examine issues of racism, differences in religio-cultural values and world-views, verbal and non-verbal communication and other factors that effect the processes of counseling. Lectures, guest speakers, videos, role-plays, group discussions and a cross-cultural inventory (books and articles) will be used to present techniques and approaches in working in a cross-cultural context.

II  Course Objectives
A. General: To develop or enhance (1) 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.

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 attitudes towards society and counseling

(3) To 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) To develop a biblical framework for race relations which will in turn effect cross-cultural counseling.

III  Performance Objectives:
A  Cognitively: (1) To articulate the different issues a counselor faces in forming a therapeutic alliance with different 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 North American majority Caucasian culture and how it varies from those around it

(4) To understand the major subcultures within North American life

(5) To recognize the ramifications of poverty, urban life, and racism on emotional functioning

(6) To be able to apply effective counseling strategies with peoples from non-western worlds and,

(7) To self evaluate on personal knowledge about cross-cultural issues 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 ethnic minorities face in living in North America

(3) To learn about other cultures outside of North America and celebrate our commonalities and differences and know we are all one in Christ

(4) To learn that Christ is not against culture but meets people within their culture and transforms them

IV Experiential: Students will seek to develop a relationship over the whole semester with someone from another culture (e.g. International students at Asbury college or Seminary. Another option is to choose your practicum setting if it is with a cross-cultural population). Partly, the experience of engaging in the cross-cultural experience is the one you will draw on in writing the first paper due at midterm.

V Course Assignments

A. 1. Role Plays (will be presented in class on Tuesdays (video)): 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 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, and you will hand in the video-tape of your role-play at least two (2hrs) before
class to VIS Center at X2100. Twenty (25 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 from the video.

**Group Presentation on a particular Ethnic minority group (will be presented on Tuesdays).**

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 30 minutes to present your findings based on research and/or interviews about: the ethnic group’s history in brief, experiences of oppression, family values systems, cultural worldview, religious beliefs, influence of colonization and Christianity; and stereotypes held by others about that particular group. The students’ presentation is integration of both the personal findings (interviews) and outside written sources (research) in support or contrary to your findings based on the interviews.

**The presentations and role play 35%**

A research paper of 16-18 pages double spaced (I will not read more than 18 pages, so limit your papers to a maximum of 18 pages), addressing and/or presenting:

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/personal 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:** You cannot write this paper on the ethnic minority group you presented or role-played. 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).

35 %. The paper is due May 17th, 2006.

**VII**

Class participation and attendance are expected or there will be a penalty on your final grade due to lack of participation and missing classes.

**VIII**

Role play & presentation, are done on Tuesdays - 35%

You are to hand in 5 summary-reflections (2 pages each) from the 10 chapters assigned from Sue & Sue; and/or other assigned texts. These summaries are due the day each of the chapter is discussed in class.

You are also to submit 2 book-summary reflections (double spaced 5 pages each) of Mucherera; and Dwairy’s book. For Mucherera’s book the summary reflection is due March 30th, 2006; and Dwairy’s is due May 4th, 2006.

**Book Summaries** 30%

**Readings: Required**


Mucherera, Tapiwa N. *Pastoral Care From a Third World Perspective: A Pastoral Theology of Care from an Urban Contemporary Shona in Zimbabwe* New York: Peter Lang, 2001

**Recommended.**


Ivey Allen, et al. *Counseling & Psychotherapy: A multicultural perspective*

Pederson Paul and Ivey Allen *Culture-Centered Counseling & Interviewing Skills*

Sue Wind Derald, *Multicultural Counseling competencies: Individual & Organizational Development*

van Beek, Aart M., *Cross-cultural Counseling* (Creative Pastoral Care and Counseling series), Minneapolis: Fortress Press, 1996.


**Further Readings**


**Journals:**

The following journals contain articles that address cross-cultural issues in counseling and will be useful for finding articles for assignment A. Most of the articles are accessible through (EBSCO CD-ROM) on the Asbury Theological Seminary library computers.
Class Schedule

Week 1  Feb 7 & 9
Introduction to Advanced issues
Counseling Skills

Basic issues in cross-cultural counseling
Read Counseling the Culturally Diverse Chapter 1, 2 & 3
Counseling Across Cultures Introduction vii-xvii

Week 2  Feb 14 & 16
Barriers to Effective Multicultural Counseling
Read Counseling the Culturally Diverse Chapters 4 & 5

Week 3  Feb 21 & 23
Cross-cultural Family Counseling and Therapy
Read Counseling the Culturally Diverse Chapters 6

Week 4  Feb 28 & March 2
Minority Racial and Identity development
Read Counseling the Culturally Diverse Chapter 8
Also Counseling Across Cultures Chapter 4
Week 5  March 7 & 9  
*White Racial Identity Development*
Read  Counseling the Culturally Diverse Chapter 9

Week 6  March 14 & 16  
*Values & Ethics – Counseling Gays & Lesbians*
Read  Counseling the Culturally Diverse Chapter 10 and 16  
Counseling Across Cultures Chapter 1

Week 7  March 21 & 23  
*Non-Western and Indigenous Methods of healing*
Also  Counseling the Culturally Diverse (CCD) Chapter 7

Week 8  March 28 & 30  
*Role Play - Counseling in Africa*
Read  Mucherera Pastoral Care from a Third World Perspective.

Week 9  April 3 -7th Reading Week

Week 10  April 11 & 13  
*Counseling African-Americans*
(Role play - Read Sue & Sue (CCD) Chapter 11

Week 11  April 18 & 20  
*Counseling American Indians and Alaskan Natives*
Role Play- Read  Sue & Sue (CCD) Chapter 12.  
Also  Counseling Across Cultures Chapter 3

Week 12  April 25 & 27  
*Counseling Asian-Americans*
(Role play - Read Sue & Sue (CCD) Chapter 13)  
Also  Counseling Across Cultures Chapter 5

Week 13  May 2 & 4  
*Counseling Arab-Palestinians*
Role Play- Read  Dwairy (Cross-cultural Counseling)
Week 14

May 9 & 11

Role Play-

*Counseling in Latin America Counseling/ Hispanic Americans*

Read Sue & Sue (CCD) *Chapter 14*

*Counseling American Minorities* pp. 255-267

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Week 15

May 16-20 Finals Week

Professor reserves the right to adjust the syllabus.