



**COUN5331: Social & Multicultural Issues in Counseling**  
**New Orleans Baptist Theological Seminary**  
**Division of Church and Community Ministries**  
**Spring 2018**

**Instructor:** Ian F. Jones, Ph.D., Ph.D.

**Office:** L101

**Phone:** (504) 282 4455 x3716

**Email:** [ijones@nobts.edu](mailto:ijones@nobts.edu)

**Teaching Assistant:** Karen Roudkovski; **email:** [karen@2roadscc.com](mailto:karen@2roadscc.com)

**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Mission Statement of the Counseling Program (CACREP 2.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

**Syllabus Distribution (CACREP 2.D)**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

**Course Description (CACREP 2.D.1)**

This course is designed to introduce students to transcultural theory and the application of counseling principles to multicultural and multiethnic situations. This will include transcultural communication, ethnography, world view, and racial and gender identity development. A discussion of specific ethnic groups, gender, and racial issues impacting the therapeutic process will be explored. This course will help sharpen skills for counselors in preparation of working with clients of other cultures, and will help them meet licensing requirements for professional

counseling licenses in many states.

### **Student Learning Outcomes (CACREP 2.D.2)**

By the end of the study, the student will:

- A. Increase in knowledge of transcultural theory by:
  - a. Gaining basic knowledge of the various multicultural theories, cultural identity development models, acculturation issues, multicultural competencies, and the elements of multicultural training.
  - b. Learning to identify and evaluate the impact of the counselor's world view upon the counseling interaction with the transcultural client.
- B. Increase in practical application of counseling principles to multicultural and multi-ethnic situations by:
  - a. Experiencing an interview with a person of a different cultural background.
  - b. Learning to identify barriers to effective multicultural counseling.
  - c. Assessing and adapting traditional counseling models for their impact upon culturally diverse clients.
  - d. Becoming familiar with major cultural groups and skills necessary for effective multicultural counseling with those groups.
- C. Increase in their ability to identify prejudice and discrimination in their own self and accept the belief that differences in people are to be valued by:
  - a. Experiencing the feeling of being a minority person and being discriminated against.
  - b. Learning the biblical teachings concerning the value of all people, regardless of race or culture
  - c. Learning to recognize and identify the various types of prejudice and discrimination within themselves as well as in others.

### **Textbooks (CACREP 2.D.4)**

#### **Required Textbooks**

Monica McGoldrick, Joe Giordano, & Nydia Garcia-Preto, eds., *Ethnicity and Family Therapy*, Third Edition (New York: The Guilford Press, 2005).

Sherwood G. Lingenfelter & Marvin K. Mayers, *Ministering Cross-Culturally: A Model for Effective Personal Relationships*, 3<sup>rd</sup> ed. (Grand Rapids, Michigan: Baker Book House, 2016). ISBN: 9780801097478

Native Alliance. *Boundary Lines: The Issue of Christ, Indigenous Worship and Native American Culture*. The Native American Association of the Christian & Missionary Alliance, 2001. (Text may be purchased or downloaded from Black Board.)

#### **Related Resources (not required):**

Garrett McAuliffe, ed., *Culturally Alert Counseling: A Comprehensive Introduction* (Thousand Oaks, CA: Sage Publications, 2008).

### **Course Teaching Methodology (CACREP 2.D.3)**

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

## Course Requirements (CACREP 2.D.3)

### Requirements

#### 1. Preparation:

Students are expected to:

- (1) attend all classes in accordance with the attendance policy of the Seminary;
- (2) be prepared for class and have all assignments completed on the dates assigned;
- (3) participate in class discussion and class activities.

#### 2. Completion of the Following (4 areas):

- (A) Group Project, Paper & Presentation: In-depth study and presentation of a specific ethnic group (including a case study and treatment plan) (See below for details)
- (B) Personal Assessment of Cultural Awareness:
  - (1) Study of Personal Heritage
  - (2) Self Evaluation of Basic Values and Culture
  - (3) Person-in-Culture Interview and Report
- (C) Cross-Cultural Counseling Resource Handbook (See instructions below)
- (D) Final Examination

### Additional Information on Course Requirements

#### 1. Group Project & Presentation:

- A. Group Project. The class will be divided into small groups to research a given culture or ethnic group. Each group will be expected to prepare a paper, which will provide background for a classroom presentation. The paper must be edited for form and style. **One copy of the paper will be turned in to the professor at least one class period prior to your presentation.** This paper will not be returned to you. Issues and questions to consider in your research include:
  - (1) What are the origins of these people? Describe their historical background, and their racial/ethnic, cultural, national, and political identity. How do these areas, including their language, customs and temperament, affect them now? **(2.F.2.da; 2.F.2.d)**
  - (2) Did these people enter the United States as refugees or immigrants or were they original settlers? How does the way they settled in North America influence who they are? Are they victims of prejudice, discrimination, stereotyping? If so, what effect has this had? **(5.F.2.m)**
  - (3) How well has this group integrated into, and how do they relate to, the dominant American culture? What is their level of assimilation and amalgamation? What things have assisted or impeded their integration?
  - (4) What values, communications styles (verbal and nonverbal), social customs (including proxemics and kinesics), and concepts such as time, status, and role expectations need to be considered when developing successful intervention strategies?
  - (5) What is their understanding of family? How important is family to them; how do they define family; what role does family play in decision making and as a support system? **(5.F.2.b, 5.F.2.f)**
  - (6) What role has religion played in the group? How does their religion affect the way that they look at things? Is their religious background formal

(state church) or informal? How would you develop an effective Christian witness to the group? **(2.F.2.g)**

- (7) Describe specific counseling methods, along with any modifications, that could be used in ministering to a person from this culture. Give detailed descriptions, along with good, clear illustrations and biblical principles.
  - The paper must also include: **A case study example & treatment plan:** Write a case study and treatment plan covering the culture group. The case can be selected from a textbook or journal article (be sure to provide citation or reference), personal counseling experience, or one that you make up based upon your research. Write a brief description of the case and issues, indicate specific multicultural areas and concerns, and develop a tentative treatment plan. **(2.F.2.b-c; 2.F.5.d)**
- (8) Address individual and couple therapy, in addition to the family therapy perspective found in the textbook, and identify any additional issues for a Christian counselor ministering in this situation. **(5.F.2.a,b,m; 5.F.3.a-d)**
- (9) References or a bibliography.

B. Group Presentation. Each group will be responsible for a class presentation of their findings, with a **particular emphasis** upon the adaptations necessary in the counseling methods when ministering to a person from the culture. The following areas need to be addressed in the presentation: (Cross-reference background material required in paper and CACREP standard references.)

- (1) The basic characteristics of the group, both historical and contemporary, that would give class members some understanding of the perspective (worldview), typical responses, and behavior patterns of these people; particularly, their traditional attitudes and social expectations toward marriage and family, divorce, and other family-related subjects. This will include a study of the social, political, economic, and religious forces that influence individuals and families in this culture. The textbook may serve as a basic foundation, with additional resources, including books and articles, used to develop the presentation.
- (2) A thorough examination of how traditional therapies could be adapted, including a detailed description of how any modifications could be carried out, within a clearly articulated biblical worldview.
- (3) The counseling methods and techniques most likely to be ineffective in dealing with people from the culture; those methodologies most likely to be useful, with any modifications clearly identified; and a clear explanation of why you have come to these conclusions. In addition to family therapy, the best approaches for individual and couple therapy should also be included.
- (4) Identification of any special information on cultural differences, for example, how to handle a situation where one of your traditional beliefs, values, or expectations about the family is considered unacceptable to the counselee. Also, discuss any issues that may affect, adversely or

otherwise, the maintenance of a Christian witness, and how you would share the Gospel with a representative of the culture.

- (5) A representative from the culture may be invited to participate in the class presentation; however, this person should only be there in an advisory capacity (reacting to your findings, giving personal illustrations, etc.), not making the presentation itself.
- (6) The group, in consultation with the instructor, will be responsible for the entire presentation, including the content, identification of at least three key resources, learning activities, class handouts, questions and concluding discussion. **A summary/outline of approximately one to two pages must be printed and distributed to class members. The printout should reflect the presentation and list significant resources.**

**Note: Please submit copies of PowerPoint presentations and papers to the instructor (via email attachment or CD) for posting on Blackboard.**

C. Evaluation of Group Presentations.

Each class member will complete and submit a response and evaluation form at the conclusion of every presentation. (You do not complete a form on your own presentation.)

**2. Personal Assessment of Cultural Awareness (2.F.2.c; 2.F.2.e; 2.F.2.g-h; 2.F.5.d)**

Write a reflection paper on your personal cultural awareness based upon a study of your personal heritage, a self-evaluation of values based upon the Lingenfelter text (chapter 2), and an in-depth interview with a person representing an ethnic group (choosing a person from the group you are presenting on in class is acceptable).

- A. Personal Heritage: Talk with family members to discover what your own cultural heritage is, and compare the character traits of your family with the information found in the textbooks. The McGoldrick book *Ethnicity and Family Therapy* would be particularly helpful in this project.
- B. Self Evaluation of Basic Values and Culture: After reading Lingenfelter and Mayer's book *Ministering Cross-Culturally* complete the Basic Values Questionnaire (chapter 2) and write an evaluation of the personal implications of the assessment for your counseling ministry. **Include a copy of your Personal Profile (pp. 33-34) in your paper.**
- C. Person-in-Culture Interview and Report. This interview has been developed to train therapists in cross-cultural understanding, to help build a therapeutic alliance with culturally different clients, and to increase racial and ethnic tolerance. It provides for learning about a particular culture while fostering a broader expertise in communicating with any person from a different cultural background. Use the following guidelines for your interview:  
**Person in Culture Interview**: Interview an individual of a particular culture, nationality, or ethnicity. Some suggested areas to cover and questions include:
  - Home of origin and history of family
  - Family customs and roles (e.g., gender roles) within the family
  - Enjoyable activities while growing up and currently

- How closely do you identify with your culture and how do you and your other family members relate to mainstream culture?
  - What types of experiences, related to culture, have you had that have been difficult for you?
  - What would be the approved characteristics and practices of families in your culture in regard to child rearing and discipline, power or authority and respect, decision making, age-appropriate behavior, formal and informal conversation?
  - What religious or spiritual beliefs and practices are influential in your family and culture?
  - What would be some of the characteristics of successful person in your family and culture?
  - How does your family and culture approach issues of birth, marriage, and death in ways that might be different from mainstream culture?
  - What are some cultural differences in concepts of health, illness, medicine, and healing practices in comparison to mainstream culture?
  - What particular things do you consider valuable in your culture that you find missing or less apparent in mainstream culture?
  - Some significant concepts that may vary from mainstream culture: understanding of time (e.g., punctuality differences), personal space and appropriate distance and personal touch between people in various relationships, effective communication and the meaning of gestures, eye contact, saving face, and tone of voice.
  - Examples of some customs, beliefs or practices that might be misunderstood or cause problems in community institutions such as schools, law enforcement, government, health care systems, or social services.
- D. Discuss what you have learned about your own cultural awareness (or lack thereof) from the interview. Your discussion should reflect a comprehensive assessment and understanding based upon this exercise in cultural awareness. Helpful information for a person-in-culture interview can found in an article by Berg-Cross & Zoppetti and the book *Developing Cross-Cultural Competence* by Lynch & Hanson. (See Linda Berg-Cross & Lisa Zoppetti [1991]. Person-In-Culture Interview: Understanding Culturally Different Students, *Journal of College Student Psychotherapy*, 5[4], 5-21, and E. W. Lynch and M. J. Hanson [Eds.]. [1992]. *Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families*. Baltimore, MD: Paul H. Brooks Publishing Co.

### 3. Cross-Cultural Counseling Resource Handbook

Each student will prepare a counseling resource manual on multicultural counseling. This project will be designed to serve as a practical reference work for use in counseling. The manual should include your class notes. It is not only expected but also recommended that students use information gathered from the class presentations, plus additional material collected from personal research. The manual should follow in content the basic order of the group research papers. Obviously, the most efficient way to complete this project is to collect and edit information throughout the semester, as each cultural group

is addressed. The project will be evaluated on the basis of content, organization, form, and style. The manual should, in both content and presentation, *reflect or contain all the components of a professional handbook on cross-cultural counseling*, from title page and introduction to conclusion. Particular attention will be paid to the areas of counseling theory and technique, the integration of a Christian witness, and the overall practicality of the manual for efficient use in counseling. The following format for each of the cultural groups addressed within the handbook is suggested:

- (1) A brief overview of the culture.
- (2) Identification of specific characteristics or issues that may affect the counseling process.
- (3) Implications for treatment, suggested counseling approaches, methods, or procedures.
- (4) List of helpful references.

**The manual will include discussion on *at least* the following groups:**

- (1) American Indians
- (2) Families of African Origin
  - African American
  - At least two other representatives of this group
- (3) Latino Families
  - Cuban
  - Mexican
  - At least one other representative of this group
- (4) Asian American Families
  - At least three representatives of this group
- (5) Middle Eastern
  - Arab
- (6) Asian Indian
- (7) Families of European Origin
  - At least three representatives from this group
- (8) Jewish Families
  - Soviet Jewish
  - Israeli
- (9) At least one representative from Slavic families
- (10) Sexual Minorities/Social Groups
  - Lesbian, Gay, Bisexual, and Transgendered Clients
  - Additional Groups of Interest to the Student (For example, specific subcultures such as gangs or the physically disabled.)

**The manual must include the following information drawn from the three textbooks:**

- (1) A summary of the chapters in Lingenfelter and Mayer's book *Ministering Cross-Culturally* with particular application to a counseling ministry.
- (2) A summary evaluation of the Native Alliance book *Boundary Lines: The Issue of Christ, Indigenous Worship and Native American Culture*, with a clear indication

of how such issues as worldview, revelation, hermeneutics, and contextualization apply to cross-cultural counseling.

- (3) Brief summaries or outlines of the chapters in McGoldrick, Giordano, & Garcia-Preto's book *Ethnicity and Family Therapy* integrated into the appropriate sections of the manual.

**NOTE:** The manual should reflect you own perspective and organization. Borrowing and reproducing material from students and other sources without personal assessment and editing is not acceptable. Appropriate citations for sources should, of course, be followed. The Manual may be submitted on CD, **new** jump drive, or hard copy.

#### **4. Final Examination**

A final examination will be given consisting of questions that will call for practical application of what has been learned about cross-cultural counseling during the semester.

**NOTE: Please type all papers and keep a copy. All papers are due at the beginning of class on the date assigned. They should be through Blackboard as instructed or handed in to the instructor in the classroom, not the office.**

#### **Evaluation of Grade (CACREP 2.D.5)**

**The student's grade will be computed as follows:**

- 1. Group Project (Paper) & Presentation. . . . 25%
- 3. Personal Assessment of Cultural Awareness. 25%
- 4. Counseling Resource Manual . . . . . 25%
- 5. Final Examination . . . . . 25%

#### **Grading Scale:**

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

#### **Additional Items and Policies (CACREP 1.J, G, O; 2.D.6)**

**The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.**

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

#### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [\*New Orleans Baptist Theological Seminary Academic Catalog\*](#).

### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Disabilities and Accommodations (CACREP 2.D.6)**

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity (CACREP 1.J)**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal

opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professional Conduct (CACREP 1.0)**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Professor's Policy on Late Assignments**

Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late. Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.

### **Plagiarism:**

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious

disciplinary consequences for plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

### **Technical Assistance (CACREP 1.G)**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Center (CACREP 1.G)**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

### **Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

**Student Services**  
(CACREP 1.F, H)

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:ladminasst@nobts.edu">ladminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counselingservices.html">www.nobts.edu/student-services/counselingservices.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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## Course Schedule (CACREP 2.D.1, 3, 4)

**Please have reading assignments completed before class** (Subject to change)

**Group Presentations:** (1) American Indians, (2) Families of African Origin (African American, other), (3) Hispanic/Latino Families (Cuban & Puerto Rican, Mexican & South American, other), (4) Asian American, (5) Asian Indian, (6) Middle Eastern (Arab, other), (7) Families of European Origin & Slavic Families, (8) Jewish Families (Russian Jewish, Israeli), (9) Sexual/Social Groups (selected with instructor's approval)

<b>Week #</b>	<b>Meeting Date</b>	<b>Reading &amp; Assignments Schedule</b>	<b>CACREP crf</b>
<b>1</b>	<i>January 25</i>	Orientation & Introduction Lingenfelter & Mayer, pp. 1-35 (Complete the Personal Profile of Basic Values)	2.F.2.a-h
<b>2</b>	<i>February 1</i>	Social & Cultural Issues Lingenfelter & Mayer, pp. 37-76 McGoldrick, Giordano, & Garcia-Preto, pp. 1-40	2.F.2.a-h 2.F.3.g, i 2.F.4.j 2.F.5.d 5.C.2.j
<b>3</b>	<i>February 8</i>	Social & Cultural Issues Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination Lingenfelter & Mayer, pp. 77-122	2.F.2.a-h 5.C.2.j
<b>4</b>	<i>February 15</i>	Basic Assumptions in Multicultural Counseling Minority Identity Development Model (MID) Cultural Assessment McGoldrick, Giordano, & Garcia-Preto, pp. 757-763	2.F.2.a-h 5.F.3.a-d
<b>5</b>	<i>February 22</i>	Native American McGoldrick, Giordano, & Garcia-Preto, pp. 43-74	2.F.2.a-h 5.F.2.a,b,m
<b>6</b>	<i>March 1</i>	African Origin McGoldrick, Giordano, & Garcia-Preto, pp. 77-150	2.F.2.a-h 5.F.2.a,b,m
<b>7</b>	<i>March 8</i>	Hispanic/Latino/Latina (McGoldrick, Giordano, & Garcia-Preto, pp.153-265 <b>Due: Personal Assessment of Cultural Awareness</b>	2.F.2.a-h 5.F.2.a,b,m
<b>8</b>	<i>March 15</i>	Asian American McGoldrick, Giordano, & Garcia-Preto, pp. 269-373	2.F.2.a-h 5.F.2.a,b,m
	<del><i>March 22</i></del>	<b>Spring Break: March 19-23 (No class meeting)</b>	
<b>9</b>	<i>March 29</i>	Asian Indian & Pakistani	2.F.2.a-h

		McGoldrick, Giordano, & Garcia-Preto, pp. 377-420	5.F.2.a,b,m
<b>10</b>	<i>April 5</i>	Middle Eastern McGoldrick, Giordano, & Garcia-Preto, pp. 423-498	2.F.2.a-h 5.F.2.a,b,m 5.F.3.a-d
<b>11</b>	<i>April 12</i>	European Origin McGoldrick, Giordano, & Garcia-Preto, pp. 501-663 Slavic & Eastern Europe McGoldrick, Giordano, & Garcia-Preto, pp. 711-755	2.F.2.a-h 5.F.2.a,b,m
<b>12</b>	<i>April 19</i>	Jewish (McGoldrick, Giordano, & Garcia-Preto, pp. 667-707)	2.F.2.a-h 5.F.2.a,b,m
<b>13</b>	<i>April 26</i>	Sexual/Social Groups <b>Due: Counseling Resource Manual</b>	5.FC.2.j 5.F.2.e
<b>14</b>	<i>May 3</i>	Diversity & Advocacy in a Multicultural Society Review	2.F.1.e 2.F.4.g 5.F.2.e
<b>15</b>	<i>May 10</i>	Review	
<b>Final Exam</b>	<i>May 17</i>	The <b>Final Exam</b> will be on Thursday, May 11, 1:00-3:00 p.m.	

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