



PSYC5331 Social & Multicultural Issues in Counseling
Division of Church and Community Ministries
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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.

Purpose of Course

The purpose of this course is to introduce students to the field of multicultural counseling.

Our Core Values

The seminary has five core values. The focal core value for 2016-2017 is *Mission Focus*. This course supports the five core values of the seminary.

- *Doctrinal Integrity*: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”
- *Spiritual Vitality*: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.
- *Mission Focus*: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
- *Characteristic Excellence*: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.
- *Servant Leadership*: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying

seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

- *Biblical Exposition*: To interpret and communicate the Bible accurately.
- *Christian Theological Heritage*: To understand and interpret Christian theological heritage and Baptist polity for the church.
- *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
- *Servant Leadership*: To serve churches effectively through team ministry.
- *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion.
- *Worship Leadership*: To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition, Disciple Making, and Interpersonal Skills.

Course Catalog Description

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

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.

Course Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, role plays, and other assignments will be included.

Textbooks

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: An Incarnational Model for Personal Relationships*, 2nd ed. (Grand Rapids, Michigan: Baker Book House, 2003).

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 Requirements

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) 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?
- (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?
- (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?
- (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.

- (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.
- (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:

- (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

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.

Discuss what you have learned about your own cultural awareness (or lack thereof) from the interview. Helpful information for a person-in-culture interview can be 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.

Course Assignment Evaluation Percentages

Course Evaluation:

- 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 (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100
B: 85-92
C: 77-84

D: 70-76
F: Below 70

Course Policies

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> 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.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook

<http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

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.

Extra Credit

No extra credit is available in this course.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

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.

Academic Policies

Academic policies related 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](#).

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.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (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.

Course Schedule

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)

Week #	Meeting Date	Reading & Assignments Schedule
1	<i>January 21</i>	Orientation & Introduction Lingenfelter & Mayer, pp. 1-35 (Complete the Personal Profile of Basic Values)
2	<i>January 28</i>	Social & Cultural Issues Lingenfelter & Mayer, pp. 37-76 McGoldrick, Giordano, & Garcia-Preto, pp. 1-40
3	<i>February 4</i>	Social & Cultural Issues Lingenfelter & Mayer, pp. 77-122
4	<i>February 11</i>	Basic Assumptions in Multicultural Counseling Minority Identity Development Model (MID) Cultural Assessment McGoldrick, Giordano, & Garcia-Preto, pp. 757-763
5	<i>February 18</i>	Native American McGoldrick, Giordano, & Garcia-Preto, pp. 43-74
6	<i>February 25</i>	African Origin McGoldrick, Giordano, & Garcia-Preto, pp. 77-150
7	<i>March 3</i>	Hispanic/Latino/Latina (McGoldrick, Giordano, & Garcia-Preto, pp.153-265 Due: Personal Assessment of Cultural Awareness
8	<i>March 10</i>	Asian American McGoldrick, Giordano, & Garcia-Preto, pp. 269-373
9	<i>March 17</i>	Spring Break: March 13-19 (No class meeting)
	<i>March 24</i>	Asian Indian & Pakistani McGoldrick, Giordano, & Garcia-Preto, pp. 377-420
10	<i>March 31</i>	Middle Eastern

		McGoldrick, Giordano, & Garcia-Preto, pp. 423-498
11	<i>April 7</i>	European Origin McGoldrick, Giordano, & Garcia-Preto, pp. 501-663 Slavic & Eastern Europe McGoldrick, Giordano, & Garcia-Preto, pp. 711-755
12	<i>April 14</i>	Jewish (McGoldrick, Giordano, & Garcia-Preto, pp. 667-707)
13	<i>April 21</i>	Sexual/Social Groups
14	<i>April 28</i>	Diversity & Advocacy in a Multicultural Society Due: Counseling Resource Manual
15	<i>May 5</i>	Review
Final Exam	<i>May 12</i>	The Final Exam will be on Thursday, May 12, 1:00-3:00 p.m.

Selected Bibliography

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