

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
American Indian College Branch Campus
PCPB 629 COUNSELING WITH SPECIAL POPULATIONS
(3 credits)

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COURSE SYLLABUS

COURSE DESCRIPTION

The course is designed to investigate important issues in cross-cultural counseling. A wide definition of cross-cultural counseling is used to include counseling to any cultural minority. Barriers to effective cross-cultural counseling will be studied along with cross-cultural communication and counseling styles. Differences in ethnic, racial, cultural, and sexual orientation will be studied along with different worldviews. Counseling issues involving American Indians, Asian Americans, African Americans, Hispanic Americans and other sub-cultures and groups will be considered. The counseling needs of other special populations will also be dealt with since the theory applies equally to them. These populations include people living with HIV/AIDS (PLWA's), the physically and mentally disabled, the aged population, gays and lesbians, sexually and physically abused persons and persons who are dealing with abortion. The course is equally appropriate for counseling students who will engage minority clients and those considering ministry to diverse populations, both on mission fields as well as inner cities.

COURSE OBJECTIVES

Upon completion of the course, the student will be able to

- a. Differentiate between the world views, values, biases and assumptions of various special population groups
- b. Evaluate the impact on "foreign" cultures of their own perceptions, their own biases, stereotypes, cultural values and assumptions about human behavior
- c. Understand the concept of white cultural identity development and diagnose the level of racial and cultural identity development displayed by a minority client
- d. Apply appropriate help-giving practices and intervention strategies to accommodate the needs of a variety of special populations
- e. Integrate these cross-cultural intervention strategies with a Biblical world-view
- f. Successfully address the "Cultural Foundations" questions of the National LPC licensing exam.

(REQUIRED) TEXTBOOKS

American Psychological Association (2003). Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists.

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American Psychologist, Vol. 58(5), May 2003. pp. 377-402. (Note: A .pdf file of this document is available for you to download.)

Lane, P. (2002). *A Beginner's Guide to Crossing Cultures: Making Friends in a Multicultural World*. Downers Grove, IL: InterVarsity Press

Sue, Derald Wind, and Sue, David (2008). *Counseling the Culturally Diverse: Theory & Practice* (Fifth Edition). New York: John Wiley Publishers.

BASIC OUTLINE

- I. The Politics of Counseling: Racism, xenophobia and cultural oppression and its impact on effective counseling.
- II. Barriers to Effective Counseling: Strategically excluding those who hurt.
- III. Cross-Cultural Counseling Styles.
- IV. Cultural identity development and the R/CID Model.
- V. Worldviews and Counseling Styles.
- VI. Non-WASP Approaches to Healing.
- VII. Counseling specific races
 1. African Americans
 2. American Indians and Alaskan Natives
 3. Asian Americans
 4. Hispanic/Latino Americans
 5. Individuals of Multiracial descent
- VIII. Counseling other special populations
 1. Sexual minorities (GLBT youth, couples and families)
 2. Elderly
 3. Women
 4. Physically and mentally disabled
 5. Others such as PLWA's (People Living with HIV/AIDS), sexually and physically abused persons, persons involved in abortion issues, third culture kids
- IX. The skills necessary to intervene appropriately on issues of cross cultural counseling on the individual, corporate and global levels.

METHODOLOGY

- Lectures
- Group Discussions
- Independent Research and Reading
- Multimedia Presentations
- Learning assessments

COURSE REQUIREMENTS

1. Students should prepare for the course by reading chapters 1, 2, 3, 4, and 8 of the textbook (Fifth Edition), prior to coming to the first class.
2. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement. This process will begin on the first day with a discussion of the content of the APA Guidelines (see item 3 below).
3. On the **first day of class**, students will be required to submit a three-to five page reflection (double-spaced, Times New Roman type, 12 pts) on Lane's (2002) book. Your paper will probe Lane's assertion

“There are six cultural lenses that give focus to our understanding of culture. To understand these six lenses and their impact on who we are and who others are, we will be better able to establish relationships with people from other cultures. Each person looks at the world through each of these lenses from a place that is both culturally prescribed and individually accepted. Once we recognize our own perspective we can begin to look at those around us and accept the perspective from which they see the world.”(pages 168-169).

In your paper you will probe your own six cultural lenses and how this has impacted, or in the future could impact, your interaction with people from other cultures. In your paper you should include your scores on the Pedersen and Ivey questionnaire (pages 35 to 36) as they illustrate your cultural lenses.

By terming this exercise a “reflection” it should be pointed out that a mere “book report” format would not be acceptable. Reflecting on this book would imply that the student has interacted with the material and has succeeded in providing insights in their paper on how the material impacts their perceptions, attitudes and/or knowledge of themselves. By using headings for each of the six lenses, you will be able to structure your paper in a logical way and ensure that you have interacted with each of the lenses.

4. In May, 2003 the American Psychological Association published its Guidelines on Multiculturalism for Psychologists (see American Psychologist, Vol. 58(5), May 2003, pp. 377-402). With this document the APA acknowledges the vast changes taking place in American culture and attempts to guide psychologists to adapt their training and practice to meet these new multicultural challenges so that they can remain relevant to their changing market of customers. Analyze the APA article to determine to what extent these principles and guidelines could (or should) be of value to the A/G as a church. Submit a **5-page reflection of your analysis** (double-spaced, Times New Roman type, 12 pts) by the **first day of the class**.
5. Students will be required to **research and submit a report** (12 to 15-pages, double-spaced, Times New Roman, 12 pts, on 8 ½ x 11-inch paper) on a special population

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counseling issue that has been approved by the professor. This research report will look in more detail at one of the special population groups that are dealt with in the course. The student will be required to specifically identify the counseling issues that are relevant for the group and to integrate Biblical and theological insights that address these issues. In this section the student will look in more detail at how the local church can respond appropriately to this special population group. The report will be due on a date to be determined in class.

Scholarly books and peer-reviewed journal articles should be utilized and an alphabetized bibliography of at least 12 sources (none older than 10 years) consulted should be included at the end of the paper. At least half of these sources should be scholarly journals. None of the sources can be internet articles unless their source is of reputable quality. The presentation of the report should be in accordance with the American Psychological Association (APA) style manual.

The report must be submitted electronically to the professor and the subject line of the email should state: **PCP 629/Research Report/Your Name**. The header of the report must include **your name and your email address** so that the report can be returned to you expeditiously. A corrected version, with a grade will be returned to the students by email unless the email address has been omitted from the header of the paper. In such cases, students will not receive back corrected versions.

6. A **final comprehensive examination** covering all texts, lectures, class discussions, speakers, and multi-media presentations will account for a further 25% of the overall grade for the class. The exam is scheduled for Friday, June 13th.

GRADING PROCEDURE

Grades will be given based on the student's work, for the course requirements in the previous section, as follows:

- A. Classroom attendance and **spontaneous classroom participation** will be allocated 10% of the overall grade.
- B. The **Lane reflection** will be allocated a further 20% of the class grade.
- C. The **APA reflection** paper will count a further 20% of the class grade.
- D. The **research report** will be allocated a further 25% of the overall grade.
- E. The **final comprehensive examination** will be allocated the final 25% of the grade.

GRADING PROCEDURE

Work is Publishable = A+
94% - 100% = A Excellent

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90% - 93% = A- Excellent (but)
87% - 89% = B+ Very Good
84% - 86% = B Good Work
80% - 83% = B- Good (but)
77% - 79% = C+ Fair but almost good enough
74% - 76% = C Fair
70% - 73% = C- Just Passable
67% - 69% = D+ Poor but almost made it
64% - 66% = D Poor
60% - 63% = D- Highly questionable

SPECIFIC DATA

Prepared by Dr. Johan Mostert on February 20, 2008.

(The professor retains the right to alter the contents of this syllabus prior to the commencement of the class.)