

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**Continuing Education Session**  
**Springfield, Missouri**  
**May 13-17, 2002**

**PCPM 629 COUNSELING WITH SPECIAL POPULATIONS**

**COURSE SYLLABUS**

**Johan Mostert, D.Phil.**

**Summer 2002**

**COURSE DESCRIPTION**

The course is designed to investigate important issues in cross-cultural counseling. 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, Black Americans and Hispanic Americans will be considered. An introduction to the counseling needs of other special populations such as people living with HIV/AIDS, gays and lesbians, sexually and physically abused persons and persons who are dealing with abortion will also be presented.

**COURSE OBJECTIVES**

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

- a. Confront, become aware of, and take actions in dealing with his or her biases, stereotypes, values and assumptions about human behavior
- b. Become aware of the world view, values, biases and assumptions of various special populations
- c. Develop appropriate help-giving practices, intervention strategies and structures to accommodate the needs of these special populations
- d. Integrate these intervention strategies with a Biblical world-view.

**REQUIRED TEXT**

Sue, Derald Wind, and Sue, David. *Counseling the Culturally Different: Theory & Practice* (Second Edition). New York: John Wiley Publishers, 1990.

**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.

## PCPM 629 Counseling with Special Populations

Johan Mostert

Page 2

- IV. The R/CID Model.
- V. Worldviews and Counseling Styles.
- VI. Non-WASP Approaches to Counseling.
- VII. Counseling specific races
  - 1. American Indians
  - 2. Asian Americans
  - 3. Black Americans
  - 4. Hispanic Americans
- VIII. Counseling other special populations
  - 1. PLWA's (People Living with HIV/AIDS)
  - 2. Gays and Lesbians
  - 3. Sexually and physically abused persons
  - 4. Pre- and post-abortion issues
- IX. The skilled counselor for special populations

### METHODOLOGY

- Lectures
- Group Discussions
- Student Presentations
- Independent Research and Reading
- Video Presentations

### COURSE REQUIREMENTS

#### A. Pre-Session

1. Students can prepare for this requirement by reading chapters 1, 2, 3, 4, 5 and 8 of the textbook, prior to coming to the first class.
2. Students will be required to do **independent reading and research** on current special population counseling issues and themes, and to present a report of these readings by the last day of the course. They will be required to review five to seven articles in the current literature, internet or newspapers that reflect the relevance of this subject in contemporary society. The submission will include a copy of the article, an abstract of it in the student's own words, and a paragraph indicating how it is deemed to be relevant to the course content. The abstract and the paragraph will not exceed 750 words for each article presented. Should more than five articles be presented, the best five will be used for grading purposes.

**B. Session**

1. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement.
2. Students will be required to **present a relevant case study** to the group on the last day of the course. The case study can be taken from the *Critical Incident Cases* in Chapter 13 of the textbook, from personal counseling experiences, from the literature or any source that may be relevant. The presentation will be in the form of a 20-minute oral discourse in which the details of the case are presented, and relevant cross-cultural or special population issues are highlighted. The students will be graded on their ability to identify the value differences that are exposed in the case study, and upon their ability to propose a viable, alternative course of action.

**C. Post-Session**

1. Finally, students will be required to **research and submit a report** (12 to 15-pages, double-spaced, on 8 \_ x 11-inch paper) on a special population counseling issue. 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 with the group and to integrate Biblical and theological issues that address these issues.
2. Scholarly books, journal articles and tapes in the library should be utilized and an annotated bibliography of sources consulted should be included at the end of the paper. The presentation of the report should be in accordance with the American Psychological Association (APA) style manual. The paper must be submitted to the professor by email and will be **due August 16, 2002**. A corrected version, with a grade will be returned to the students by email.

**GRADING PROCEDURE**

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

- a. Classroom attendance and **spontaneous classroom participation** will be allocated 20% of the overall grade. A large portion of this grade will be given on the basis of students having done the required reading for the day.
- b. The **independent reading and research report** will be allocated a further 20% of the overall grade. This 20% will be further broken down as follows:

## **PCPM 629 Counseling with Special Populations**

**Johan Mostert**

**Page 4**

- 5% for the appropriateness of the articles chosen
  - 5% for the accuracy of the abstract made of the articles
  - 10% for the insight shown in demonstrating the relevance of the articles to the subject matter of the course.
- c. The **presentation of a relevant case study** will be allocated 30% of the overall grade in the course. This 30% will be further broken down as follows:
- 10% for the appropriateness of the case study (including the choice of the case study, its content and relevance to the course content)
  - 10% for the presentation of the case study (including clarity of presentation, presentation skills and remaining within the time limits given for the presentation)
  - 10% for the level of integration that the student achieves by integrating the case study with the issues raised in the course and providing alternative courses of action with Biblical insights.
- d. The **research report** will be allocated the final 30% of the grade. This 30% will be further broken down as follows:
- 10% for the quality of content (including appropriateness and presentation of content)
  - 10% for theological and Biblical integration of subject matter
  - 5% for the quality of research (including quality, number and age of articles, books and references consulted)
  - 5% for the correct use of APA style

**NOTE: Work received after the post-session due date specified in the syllabus will result in a change of grade fee (\$15.00) being charged, even when an extension has been granted by the instructor.**

### **SPECIFIC DATA**

Course syllabus prepared by Johan Mostert, February 2002.