

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Continuing Education Session
Springfield, Missouri
May 12-16, 2003

PCPM 629 COUNSELING WITH SPECIAL POPULATIONS

COURSE SYLLABUS

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Summer 2003

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, Black 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, gays and lesbians, sexually and physically abused persons and persons who are dealing with abortion. The course is equally appropriate for counseling students and those considering foreign missionary work.

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 and "foreign" cultures
- 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* (Third Edition)*. New York: John Wiley Publishers, 1999.

**If the Third Edition is not available, the Fourth Edition may be used.*

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. 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
 5. Other cultures, groups and sects
- VIII. Counseling other special populations
 1. PLWA's (People Living with HIV/AIDS)
 2. Physically and mentally disabled
 3. Gays and Lesbians
 4. Sexually and physically abused persons
 5. Pre- and post-abortion issues
 6. Other special populations
- 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, 6, 7 and 10 (Third Edition) **OR chapters 2, 3, 4, 8, 9, 20 (Fourth Edition)** of the textbook, prior to coming to the first class. It will not be possible to do this reading during the course of the week since time will need to be spent on the independent reading and research assignments.

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 during the course. They will be required to review three to five 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 three articles be presented, the best three will be used for grading purposes.

B. Classroom 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 during the course. The case study can be taken from the *Critical Incident Cases* that are presented as introductions to each of the chapters 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 15-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 or appropriate course of action for the Christian counselor.

C. Post-Session

1. Finally, students will be required to **research and submit a report** (12 to 15-pages, double-spaced, on 8 ½ 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 at least 10 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, 2003**. A corrected version, with a grade will be returned to the students by email.

GRADING PROCEDURE

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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. Students will be required to make meaningful contributions on the issues at hand, and therefore knowledge of the prescribed chapters will be critical. Half of this grade (10%) will be given for demonstrated knowledge of the prescribed text.
- b. The **independent reading and research reports** will be allocated a further 30% of the overall grade. This 30% will be further broken down as follows:
 - 10% for the appropriateness of the articles chosen
 - 5% for the accuracy of the abstract made of the articles
 - 15% 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 20% of the overall grade in the course. This 20% will be further broken down as follows:
 - 5% for the appropriateness of the case study (including the choice of the case study, its content and relevance to the course content)
 - 5% 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, March 2003. *Revised April 10, 2003*