

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Springfield, Missouri
May 2-27, 2005

PCP 629 COUNSELING WITH SPECIAL POPULATIONS

COURSE SYLLABUS

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Summer 2005

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 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 populations
- b. Evaluate the impact on their perceptions, of their own biases, stereotypes, values and assumptions about human behavior and "foreign" cultures
- c. Apply appropriate help-giving practices and intervention strategies to accommodate the needs of these special populations
- d. Integrate these cross-cultural intervention strategies with a Biblical world-view
- e. Successfully address the "Cultural Foundations" questions of the State LPC licensing exam.

REQUIRED TEXT

Sue, Derald Wind, and Sue, David (2003). *Counseling the Culturally Diverse: Theory & Practice* (Fourth 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. 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

Students can prepare for the course by reading chapters 2, 3, 4, and 8 of the textbook (Fourth Edition), prior to coming to the first class.

1. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement and.
2. 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 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. The report will be due on Friday, May 20th.

Scholarly books, journal articles and tapes in the library should be utilized and a 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. 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.

3. In the final week of the course students will be expected to make a **class presentation** on a specific special population group. Ten special population groups (five racial groupings and five other special population groups) have been identified, but others can be used by special permission from the professor. The ten are as follows: American Indians, Asian Americans, African Americans, Hispanic Americans, People Living with HIV/AIDS, Physically Disabled, Mentally Disabled, Gays and Lesbians, Sexually and Physically Abused Persons, and Persons involved in Abortion. More than one person can work on the same population group, and team presentations will be allowed.

The 12-minute presentation must introduce to the class the demographics of the special population group, a description of the group's uniqueness, the counseling issues that are critical in dealing with this group and finally the implications for the church of ministering healing to this group. The class presentation will account for a further 15% of the overall grade for the class.

4. A **midterm exam** will be given at a date as determined by the professor. The subject of the exam will be the text, lectures, class discussions, and multi-media presentations. The midterm exam will account for 25% of the overall grade for the class.
5. A **final comprehensive examination** covering all text, lecture, class discussions, speakers, and multi-media presentations will account for a further 25% of the overall grade for the class, and is scheduled for Friday, May 27th, 2005.

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 **research reports** will be allocated a further 25% of the overall grade. This paper will be weighted as follows (out of a possible 100 points):
- 25 points for the quality of research (including quality, number and age of articles, books and references consulted, and correct use of APA style)
 - 50 points for the quality of content (including appropriateness and presentation of content)
 - 25 points for theological and Biblical integration of subject matter
- C. The **class presentation** will be allocated 15% of the overall grade in the course. This 15% will be further broken down as follows:
- 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.
- D. The **midterm** will be allocated 25% of the overall grade.
- E. The **final comprehensive examination** will be allocated the final 25% of the grade.

Course syllabus prepared by Johan Mostert, March, 2005.