



ASSEMBLIES of GOD  
THEOLOGICAL  
SEMINARY

## PCPM/MCSM 629 COUNSELING WITH SPECIAL POPULATIONS

**Johan Mostert D.Phil.**  
[jmostert@agts.edu](mailto:jmostert@agts.edu)

**May 8 to 19, 2006**  
**Monday to Friday 8:30 to 12:30**

### 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, 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. Diagnose the level of racial and cultural identity development displayed by a 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 TEXT

Sue, Derald Wind, and Sue, David (2003). *Counseling the Culturally Diverse: Theory & Practice* (Fourth Edition). New York: John Wiley Publishers.

Lingenfelter, Sherwood G. (2003). *Ministering Cross-Culturally (2<sup>nd</sup> Ed.)* Grand Rapids: Baker Academic.

### **BASIC COURSE 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 Healing.
- 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. Physically and mentally disabled
  3. Gays and Lesbians
  4. Sexually and physically abused persons
  5. Persons involved in abortion issues
  6. Geriatrics
  7. Other special populations
- IX. The skills necessary to intervene appropriately on issues of cross cultural counseling on the individual, corporate and global levels.

### **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, June 2<sup>nd</sup>. Extensions on this due date can only be considered under exceptional circumstances since I will be leaving the country on June 18<sup>th</sup> to return to South Africa for the summer.

Scholarly books and peer-reviewed journal articles 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 unless the email address has been omitted from the header of the paper. In such cases students will not receive back corrected versions.

3. In the final days of the course groups of 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.

The 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 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 on Friday, May 12<sup>th</sup>. 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 19<sup>th</sup>, 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 clarity of the content and the level to which the group has accurately identified the issues that are relevant to the special population group
  - 5% for the presentation of the case study (including clarity of presentation, presentation skills and remaining within the time limits given for the presentation)
  - 5% for the level of integration that the student achieves by integrating the case study with the issues that were 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.

### **GRADE SYSTEM**

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

Course syllabus prepared by Dr. Johan Mostert, March, 2006.