



**PCPM/MCSM 629 COUNSELING
WITH SPECIAL POPULATIONS**

Johan Mostert D.Phil.
jmostert@agts.edu

May 7 to 18 2007
Monday to Friday 8:00 to 12:00

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 TEXTS

American Psychological Association (2003). Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists. *American Psychologist*, Vol. 58(5), May 2003. pp. 377-402. (Note: a .pdf file of this document is available)

Lingenfelter, S. G. & Mayers, M. K. (2003). *Ministering Cross-Culturally*. 2nd Edition. Grand Rapids, Michigan: Baker Academic, 2003.

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

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. Non-WASP Approaches to Healing.
- VI. Counseling specific races
 1. American Indians
 2. Asian Americans
 3. Black Americans
 4. Hispanic Americans
- VII. 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
- VIII. 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. This process will begin on the first day with a discussion of the content of the APA Guidelines. 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. On the first day we will analyze the APA article to determine to what extent these principles and guidelines could (or should) be of value to the AG as a church.
2. On the first day of class, students will be required to submit a two-to three page reflection on Lingenfelter's book, including their scores on the Basic Values Questionnaire (pages 29 to 35) and their reflections on it. 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.
3. 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 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 more appropriately to this special population group. The report will be due on a date to be decided in class. Extensions on this due date can only be considered under exceptional circumstances since I will be leaving the country in July to return to South Africa for the summer.

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 (unless the student is a theology major taking this class as an elective, in which case Turabian is acceptable).

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.

4. 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 can be presented by any or all of the small group participants, but one grade will be given to all group members and will account for a further 10% of the overall grade for the class.

5. A **midterm exam** will be given on Friday, May 11th. The subject of the exam will be the text, lectures, class discussions, and multi-media presentations. The midterm exam will account for 20% of the overall grade for the class.
6. 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 18th, 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 **Lingenfelter reflection** and Basic Values Questionnaire will be allocated a further 10% of the class grade.
- C. 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, use of formal research writing style, readability of the report, clarity of arguments, appropriate grammar and spelling, sentence construction, logical flow of paper)
 - 25 points for theological and Biblical integration of subject matter
- D. The **class presentations** will be allocated 10% of the overall grade in the course. This 10% 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) and the level of integration that the students achieve by integrating the case study with the issues that were raised in the course.
- E. The **midterm** will be allocated 20% of the overall grade.
- F. 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, 2007.