



PCPM 629 COUNSELING WITH DIVERSE POPULATIONS

Johan Mostert D.Phil.
jmostert@agts.edu

May 17th to 28th 2010.
Monday to Friday, 5:30 to 9:30 daily.

COURSE SYLLABUS

COURSE DESCRIPTION

This course is designed to introduce the student to issues of cross-cultural effectiveness. It is based on the premise that unless we understand our own cultural conditioning we will not be able to serve persons from a different culture. A broad definition of culture is used to include not only persons who are born within a cultural minority, but also those who define themselves as such due to their personal, cultural or sexual orientation. Barriers to effective cross-cultural counseling will be investigated along with cross-cultural communication and counseling styles. The course is equally appropriate for counseling students who will engage minority clients and those considering mental health services to diverse populations, both in foreign and local contexts.

STUDENT LEARNING OUTCOMES: MA IN COUNSELING

Upon completion of the MA in Counseling degree the program participants will be able to:

Objective One

- *Identify* appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Objective Two

- *Demonstrate* competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Objective Three

- *Explain* the interface between therapist responsibility and the professional, spiritual, social and political context of treatment.

COURSE OBJECTIVES

Pursuant to the stated learning outcomes of the MA in Counseling degree, this course will address elements in Objectives One, Two and Three. Upon completion of the course, the student will be able to

PCPM 629 Counseling with Special Populations

Johan Mostert

Page 2

jmostert@agts.edu

- a. Differentiate between the world views, values, biases and assumptions of various special population groups
- b. Evaluate the impact on “foreign” cultures of their own perceptions, their own biases, stereotypes, cultural values and assumptions about human behavior
- c. Understand the concept of cultural identity development and diagnose the level of racial and cultural identity development displayed by a culturally different 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 within a Biblical worldview
- f. Successfully address the “Cultural Foundations” questions of the National LPC licensing exam.

REQUIRED TEXT

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.

Johnson, A.G. (2005). *Privilege, Power and Difference* (2nd Ed.). McGraw-Hill. **ISBN: 9780072874891**

Lane, P. (2002). *A beginner’s guide to crossing cultures: Making friends in a multicultural world*. Downers Grove, Illinois: InterVarsity Press **ISBN: 0830823468**

Sue, Derald Wing, and Sue, David (2008). *Counseling the Culturally Diverse: Theory & Practice* (Fifth Edition). New York: John Wiley Publishers. **ISBN: 9780470086322**

METHODOLOGY

- Lectures
- Group Discussions
- Independent Research and Reading
- Multimedia Presentations
- Learning assessments

COURSE REQUIREMENTS

1. Students should prepare for the course by reading chapters 1, 2, 3, 4, and 8 of the Sue and Sue (2008) textbook (Fifth Edition), prior to coming to the first class. Since the book report on the Johnson book will be due in the middle of the course, it is suggested that students will also have finished reading it before the class begins.

PCPM 629 Counseling with Special Populations

Johan Mostert

Page 3

jmostert@agts.edu

2. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement. Student classroom participation will be facilitated by a class discussion of the content of the APA Guidelines, the book by Johnson (2005) and the student's classroom presentation of a specific population group.
3. 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. 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. Submit a **5-page reflection of your analysis** (double-spaced, Times New Roman type, 12 pts) by Tuesday, May 18th.

The report must be submitted electronically to the professor. You must save your document onto your drive with the name: **APA/Your name**. This document must be attached to the email and the subject line of the email should state: **PSY 627/APA/Your Name**. The first page of the reflection must include **your name and your email address** so that it 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 front of the paper. In such cases students will not receive their corrected versions back.

4. On Friday, May 21st students will be required to submit a three-to five page reflection (double-spaced, Times New Roman type, 12 pts) on Lane's (2002) book. Your paper will probe Lane's assertion

"There are six cultural lenses that give focus to our understanding of culture. To understand these six lenses and their impact on whom we are and who others are, we will be better able to establish relationships with people from other cultures. Each person looks at the world through each of these lenses from a place that is both culturally prescribed and individually accepted. Once we recognize our own perspective we can begin to look at those around us and accept the perspective from which they see the world."(pages 168-169).

In your paper you will probe your own six cultural lenses and how this has impacted, or in the future could impact your interaction with people from other cultures. In your paper you should include your reflections on the Pedersen and Ivey questionnaire (pages 35 to 36) as they illustrate your cultural lenses.

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

PCPM 629 Counseling with Special Populations

Johan Mostert

Page 4

jmostert@agts.edu

their paper on how the material impacts their perceptions, attitudes and/or knowledge of themselves. By using headings for each of the six lenses, you will be able to structure your paper in a logical way and ensure that you have interacted with each of the lenses.

The report must be submitted electronically to the professor. You must save your document onto your drive with the name: Lane Reflection/Your name. This document must be attached to the email and the subject line of the email should state: **PCP 629/Lane Reflection/Your Name**. The first page of the reflection 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 paper. In such cases students will not receive back corrected versions.

4. The student will prepare **another 5-page reflection**, on Johnson's (2005) understanding of "power" and "privilege". It will be due at noon on Monday, May 24th. The reflections will summarize the main theme of this book, and provide an evaluation of the contents in the form of a reflection. The same format will be followed as with Lane article, only substituting the name of the author (Johnson) where the abbreviation "Lane" is used in the subject line.
5. In the final days of the course students will be expected to make a **class presentation** on a specific special population group. Any of the special population groups that are listed in the final chapters of Sue and Sue (2008) may be used.

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. Using a PowerPoint to illustrate the population group is recommended. The presentation must include the following factors

- a. A hand-out provided to students wherein the basic elements of the presentation are summarized
 - b. A list of five multiple-choice or fill in the blank questions which the group constructed as possible final exam questions for the class
6. A **final comprehensive examination** covering all text, lecture, class discussions, speakers, and multi-media presentations will account for a further 20% of the overall grade for the class, and is scheduled for Friday, May 28th. The comprehensive will be a combination of multiple-choice, matching, fill-in-the-blank and true/false questions.

GRADING PROCEDURE

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

PCPM 629 Counseling with Special Populations

Johan Mostert

Page 5

jmostert@agts.edu

- A. Classroom attendance and **spontaneous classroom participation** will account for 10% of the class grade.
- B. The **two reflections (APA, 2003 Lane (2000) and Johnson (2005))** will be allocated a further 20% of the class grade each.
- C. The **classroom presentation of a specific population group** will account for 10% of the grade.
- D. The **final comprehensive examination** will be allocated the final 20% 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 on December 16, 2009. The professor retains the right to alter elements of this syllabus prior to the commencement of the class.