



McMaster Divinity
College

MS 5XB5/6XB6 Cross-Cultural Counselling: In Living Colour
Winter 2023

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Wednesdays 9:00 – 10:50 am
Jan 11 to April 5, 2023
In-person / Livestream

1. Course Description:

Cross cultural or intercultural engagement and ministry is not new to the Christian church. Indeed, from its earliest days the church has been a multicultural community that has lived out its vocation within the cultural, linguistic, religious, and socioeconomic diversity of the communities in which it was located. Perhaps more than ever, today's churches and Christian leaders are aware of the many daily reminders of what Marshall McLuhan referred to as the "global village." This is in part a result of the ease with which virtually every part of the world has access to news and information from virtually every other part of the world. It is also a result of business and pleasure travel between countries along with immigration which have brought increased cultural, linguistic, and religious diversity to any community where there is a church.

The first goal of this course is to develop the student's skills for engaging those who may be culturally different. Students will be introduced to basic principles for working with persons from other cultures as they become aware of the cultural forces which have shaped the student's values and develop a framework for understanding and interpreting cultures and cultural forces. These skills represent a transferrable skill set that is applicable to many aspects of ministry, not just counselling.

The second goal of this course is to support the development of frameworks that will inform the tasks of spiritual care, spiritual direction, and counselling with individuals and groups who are culturally different from the counsellor.

COURSE FORMAT: The course objectives will be met through a combination of lecture, in-class learning activities (e.g., case studies, experiential exercises), research, and personal reflection.

Doctor of Practical Theology (DPT): DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

Advanced Degrees (MA, PhD): MA/PhD students who enroll in this as part of a research degree are expected to complete their assignments at an Advanced Degree level (see assignment descriptions)—demonstrating both a general awareness of recent developments within the field as well as an ability to apply and explore the topic from the perspective of their research interest.

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2. Reading

2.1. Required Reading: Texts

- Andraos, Michel (ed.). *The Church and Indigenous Peoples in the Americas*. Eugene, OR: Cascade Books, 2019.
- Annan, Kent. *You Welcomed Me: Loving Refugees and Immigrants Because God First Loved Us*. Downers Grove, IL: Intervarsity, 2018.
- Bradford, Tolly and Chelsea Horton (eds.). *Mixed Blessings: Indigenous Encounters with Christianity in Canada*. Vancouver, BC: UBC Press, 2016.
- Lindsay, Ben. *We Need to Talk About Race*. London, UK: SPCK, 2019.
- Pedersen, Paul B., and Allen Ivey. *Culture-Centered Counseling and Interviewing Skills: A Practical Guide*. Westport, CT: Praeger, 1993.
- Wimberly, E. P. *African American Pastoral Care*, Revised Edition. Nashville: Abingdon, 2008.

2.2. Required Reading: Articles

Unless otherwise noted, all articles are available on either the Scholars Portal Journals or PsychInfo databases that are accessible through the McMaster University Library.

- Adams, Marie C. and D. Martin Kivlighan. "When Home Is Gone: An Application of the Multicultural Orientation Framework to Enhance Clinical Practice with Refugees of Forced Migration." *Professional Psychology: Research and Practice*, 50(3) (June 2019), 176-183.
- Brown, Jacob. "The Question Cube," *Journal of Marriage and Family Therapy*, 23:1 (1997), 27-40.
- Cardemil, Esteban V and Cynthia L. Battle. "Guess Who's Coming to Therapy? Getting Comfortable with Conversations about Race and Ethnicity in Psychotherapy." *Professional Psychology: Research and Practice*, 34(3) (Jun 2003), 278-286.
- Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research in Ministry." *Religious Education*, 91(3) (Summer 1996), p. 299-315. (AtlaSerials database)
- Epston, David. "Ethnography, Co-research and Insider Knowledges." *Australian and New Zealand Journal of Family Therapy*, 35 (2014), 105-109.
- Joyce, Lisa and Pranee Liamputtong. "Acculturation Stress and Social Support for Young Refugees in Regional Areas." *Children and Youth Services Review*, 77 (2017) 18-26.
- Ratts, M. J. et al. "Multicultural and Social Justice Counseling Competencies." American Counseling Association, 2015. <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

3. Course Objectives:

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student will work to achieve the following course objectives:

Knowing (MSJCC Domains: II. Client Worldview, IV. Counseling and Advocacy Interventions)

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- Acquire knowledge of cultural traditions through experiential and conceptual learning.
- Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
- Identify how clients' cultural beliefs and values may inform treatment choices.
- Recognize the impact of power dynamics within the therapeutic relationship.
- Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.

Being (MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, IV. Counseling and Advocacy Interventions)

- Employ effective skills in observation of self, the client and the therapeutic process.
- Identify one's own beliefs and cultural traditions and their influence on personhood and practice.
- Develop cultural humility and competency through learning about the diversity of social location, cultural safety and human rights.
- Develop cultural humility and competency through learning about Indigenous peoples' experience of colonization in Canada.

Doing (MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions)

- Demonstrate awareness of the impact of the client's context on the therapeutic process.
- Communicate in a manner appropriate to client's developmental level and sociocultural identity.
- Demonstrate and promote inclusive behaviour and advocate for diverse cultural needs and practices.
- Collaboratively adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.
- Utilize reflection from cultural perspectives for the purpose of meaning-making with clients.

4. Professor:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO), a Certified Psychospiritual Therapist Supervisor Educator (CASC/ACSS), and a Marriage and Family Therapist (OAMFT/AAMFT). Dr. Mutter's intercultural experience is multifaceted and includes three years living outside of Canada; volunteer work with refugees; co-pastoring (interim ministry) a tri-lingual church; counseling new Canadians from Latin America, Africa and Asia; two missions trips to Latin America during which he has taught pastors and church leaders; and, qualitative research related to the refugee experience, cultural perspectives on marriage and family, and cultural perspectives on child development.

Availability: Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at Mutterk@mcmaster.ca.

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5. Schedule

Date	Activity
Preparation for first class	Required Reading: (all) Ratts et al. "Multicultural and Social Justice Counseling Competencies."
11-Jan-23	Introductions and Review of Syllabus "What is cultural competence?"
Preparation for next class	Required Reading: Cardemil & Battle, Crain & Seymour, and Epston articles.
18-Jan-23	In-Class Focus: Ethical Research Practices (<i>REQUIRED ATTENDANCE</i>) [MSJCC Domain: IV. Counseling and Advocacy Interventions]
Preparation for next class	Respond to Discussion Forum #1 (Avenue to Learn) Required Reading: Pedersen & Ivey, chs. 5 & 6
25-Jan-23	In-Class Focus: Skills for Cultural Engagement: Basic Listening Cycle [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Required Reading: Andraos chs. 3–5; Bradford & Horton chs. 7–8;
1-Feb-23	In-Class Focus: Living as guests in someone else's home. [MSJCC Domains: II. Client Worldview, III. Counseling Relationship]
Preparation for next class	Respond to Discussion Forum #2 Required Reading: Brown article; Pedersen & Ivey, ch. 7.
8-Feb-23	In-Class Focus: Skills for Cultural Engagement: Questions [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions] Assignment Due: Annotated Bibliography
Preparation for next class	Required Reading: Pedersen & Ivey, ch. 8
15-Feb-23	In-Class Focus: Skills for Cultural Engagement: Reflecting Feeling & Meaning [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Respond to Discussion Forum #3 Required Reading: Lindsay text & Wimberly text.
22-Feb-23	In-Class Focus: The DSM5 Cultural Formation Interview [MSJCC Domains: II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
1-Mar-23	Hybrid Week – No Class
Preparation for next class	Work on Presentation and / Major Paper
8-Mar-23	In-Class Focus: Case study and discussion [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Respond to Discussion Forum #4 Required Reading: Adams & Kivlighan article; and Annan, chs 1–4.
15-Mar-23	In-Class Focus: Case study and discussion [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]

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Date	Activity
Preparation for next class	Required Reading: Joyce & Liamputtong article; and Annan, chs 5–7, Appendix.
22-Mar-23	In-Class Focus: Case study and discussion [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions] Assignments Due:
Preparation for next class	Read: Pedersen & Ivey, ch. 9
29-Mar-23	In-Class Focus: Skills for Cultural Engagement: Responding to Intercultural Conflict [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions] Assignment Due: Major Paper
Preparation for next class	Read: Pedersen & Ivey, ch. 10 Discussion Forum #5
5-Apr-23	In-Class Focus: Skills for Cultural Engagement: Focusing, Directing, Interpreting [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions]

6. Course Requirements

Assignments	Weight
Participation: Discussion Thread	10 %
Annotated Bibliography	25 %
Presentation	25 %
Major Essay	40 %

6.1. Discussion Threads (All Students)

January 18 to April 5, 2023

Intended pedagogical outcomes: i) Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being). [MSJCC Domains: I. Counselor Self-Awareness, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]

Students are expected to participate in each of the scheduled discussion threads during the week each discussion question appears in the course schedule. The purpose of these discussion threads is to promote a collaborative understanding of the topic under discussion.

General Guideline:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation. It is for this reason you are asked to limit each question you ask and each response to a question that you post to 200 words (to illustrate, this paragraph is 91 words long). Please note that you may be asked to rewrite any post that is too long.

6.2. Independent Learning

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6.2.1. Reading (weekly)

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing). [*MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions*]

☐ Students are expected to read the assigned articles and chapters.

6.2.2. Annotated Bibliography

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) performance (doing), iii) performance (doing), and iv) professional formation (being). [*MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions*]

The student will develop an annotated bibliography (2,000 words, 8 pp) of approximately 15–20 resources (4000 pages) on a topic that is relevant to this course and their research interests. One or more of the required texts for the course *may* be included as part of the book list.

6.2.3. Presentation Due: TBA.

The student will prepare a 30 minute presentation on the topic of their annotated bibliography and major paper that will be presented at one of the scheduled class sessions between March 8 and April 5, 2023.

6.2.4. Major Essay Due: March 29, 2023

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being). [*MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions*]

Students will write an 8000 word essay (e.g., 33 pp) on a topic that is relevant to the student's ministry and research interest. It is expected that these papers will include the following elements: a brief but clear explanation of how the rationale for this paper (DPT students are expected to identify how the topic is rooted in a Practice Led-research approach), an exploration of the challenges and problems that provoke this study (i.e. why does this ministry practice need to be addressed? What are the problems that you want to identify?), a consideration of a foundational theology of the practice of ministry under consideration in this course, a deep consideration of how new approaches to this practice can be employed in helping to address and improve ministry practice in this area, and reflection on the application of these ideas to the student's own ministry context.

Grading:

Knowledge & Interpretation (knowing / discernment)	(35 %)
Contextualization (knowing + doing)	(40 %)
Personal / Professional Formation (being)	(10 %)
Academic Style	(15 %)

7. Course Administration

College Style for Submission of Written Work: All written work—unless informed otherwise by the

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course instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>.

Statement on Academic Honesty: Academic dishonesty is a serious offense that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Submission of Written Work: All assignments are due on the day indicated (by email before 5 p.m. of the day due). ***Late submission of assignments will be deducted one grade point for every late day.*** All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. Graded papers will be returned to the student with comments in pdf format

Length: Students are expected to adhere to the word count.

Cell Phone/Computer Policy: Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your employment, please turn off the ringer to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

8. Recommended Resources

American Psychological Association. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Washington, DC: American Psychological Association, 2017.
Online: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Boyd-Franklin, N. *Black Families in Therapy: Understanding the African American Experience*, 2nd Edition. New York: The Guilford Press, 2006.

Conde-Frazier, Elizabeth, and S. Steve Kang. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker, 2004.

Droždek, Boris, and John P. Wilson (Eds.). *Voices of Trauma: Treating Psychological Trauma across Cultures*. Boston, MA: Springer US, 2007.

Gallardo, Miguel E., et al. (Eds.). *Culturally Adaptive Counseling Skills: Demonstrations of Evidence-Based Practices*. Los Angeles: Sage, 2012.

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- Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd Edition. London and Philadelphia: Jessica Kingsley Publ., 2003.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
- Lewis, Jacqueline Janette. *The Power of Stories: A Guide for Leading Multiracial and Multicultural Congregations*. Nashville: Abingdon Press, 2008.
- Locke, Don C., and Deryl F. Bailey. *Increasing Multicultural Understanding*. Los Angeles: Sage, 2016.
- McAuliffe, Garrett (Ed.). *Culturally Alert Counseling: A Comprehensive Introduction*. Thousand Oaks: Sage Publishers, 2008.
- Nardon, Luciara. *Working in a Multicultural World: A Guide to Developing Intercultural Competence*. Toronto: University of Toronto Press, 2017.
- Ng, Edmund. *Shame-informed Counselling and Psychotherapy: Eastern and Western Perspectives*. Abingdon, UK: Taylor and Francis, 2020.
- Sue, Derald Wing, and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 6th edition. New York: John Wiley & Sons, 2013.
- Wimberly, E. P. *African American Pastoral Care*, Revised Edition. Nashville: Abingdon, 2008.

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