



McMaster Divinity College

CS 3P1100 Cross-Cultural Counselling: In Living Colour
Fall 2026

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Mondays 7:00 - 9:50 pm
Sept 14 to December 14, 2026
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.

Specializations: Counselling and Spiritual Care (CS), Pastoral Studies (PS)

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2. Reading

2.1. Required Reading: Texts

	Specialization
Andraos, Michel (ed.). <i>The Church and Indigenous Peoples in the Americas</i> . Eugene, OR: Cascade Books, 2019.	CS
Annan, Kent. <i>You Welcomed Me: Loving Refugees and Immigrants Because God First Loved Us</i> . Downers Grove, IL: Intervarsity, 2018.	PS
Bradford, Tolly and Chelsea Horton (eds.). <i>Mixed Blessings: Indigenous Encounters with Christianity in Canada</i> . Vancouver, BC: UBC Press, 2016.	CS, PS
Lindsay, Ben. <i>We Need to Talk About Race</i> . London, UK: SPCK, 2019.	PS
Paniagua, Freddy A. <i>Assessing and Treating Culturally Diverse Clients: A Practical Guide, 4th Edition</i> . Los Angeles: Sage, 2014.	CS
Pedersen, Paul B., and Allen Ivey. <i>Culture-Centered Counseling and Interviewing Skills: A Practical Guide</i> . Westport, CT: Praeger, 1993.	CS

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.

	Specialization
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." <i>Professional Psychology: Research and Practice</i> , 50(3) (June 2019), 176-183.	CS
Brown, Jacob. "The Question Cube," <i>Journal of Marriage and Family Therapy</i> , 23:1 (1997), 27-40.	CS, PS
Cardemil, Esteban V and Cynthia L. Battle. "Guess Who's Coming to Therapy? Getting Comfortable with Conversations about Race and Ethnicity in Psychotherapy." <i>Professional Psychology: Research and Practice</i> , 34(3) (Jun 2003), 278-286.	CS
Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research in Ministry." <i>Religious Education</i> , 91(3) (Summer 1996), p. 299-315. (AtlaSerials database)	PS
Epston, David. "Ethnography, Co-research and Insider Knowledges." <i>Australian and New Zealand Journal of Family Therapy</i> , 35 (2014), 105-109.	CS
Joyce, Lisa and Pranee Liamputtong. "Acculturation Stress and Social Support for Young Refugees in Regional Areas." <i>Children and Youth Services Review</i> , 77 (2017) 18-26.	CS
Miao, Sheena W. et al. "Spillover of Stress to Chinese Canadian Immigrants' Parenting: Impact of Acculturation and Parent-Child Stressors." <i>Asian American Journal of Psychology</i> , 9(3) (2018), 190-199.	CS
Munz, Dietrich, and Nikolaus Melcop. "The Psychotherapeutic Care of Refugees in Europe: Treatment Needs, Delivery Reality and Recommendations for Action."	CS

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3. Course Objectives:

Note: These learning objectives are co-ordinated with the expected competencies for CASC/ACSS certified professionals (revised June 19, 2019) and the College of Registered Psychotherapists of Ontario (CRPO competencies 1.4, 1.5, 4.2.3, 4.2.10, 4.5.5; CASC/ACSS competencies 2.1.1–2.1.4, 2.2.9, 3.4, 4.2.10, 4.3.1, 4.3.3).

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)

- Acquire knowledge of cultural traditions through experiential and conceptual learning (CASC/ACSS).
- Integrate knowledge of human and cultural diversity in relation to psychotherapy practice (CRPO, CASC/ACSS).
- Identify how clients' cultural beliefs and values may inform treatment choices (CASC/ACSS).
- Recognize the impact of power dynamics within the therapeutic relationship (CRPO).
- 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 (CRPO).

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 (CRPO).
- Identify one's own beliefs and cultural traditions and their influence on personhood and practice (CRPO, CASC/ACSS).
- Develop cultural humility and competency through learning about the diversity of social location, cultural safety and human rights (CASC/ACSS).
- Develop cultural humility and competency through learning about Indigenous peoples' experience of colonization in Canada (CASC/ACSS).

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

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4. Professor:

Biography: Dr. Michael Fischhoff is an Adjunct Professor at McMaster Divinity College, Dr. Fischhoff is a Registered Psychotherapist (CRPO), a Clinical Supervisor, a Certified Spiritual Director, and a Marriage and Family Therapist (CACFT). Dr. Fischhoff's intercultural experiences are multifaceted and include experiences living outside of Canada; employment with Scott Mission with refugees; founding an anti-sex trafficking organization, running a mental health program with diverse clients at Yonge Street Mission, counseling new Canadians from various diverse backgrounds, running a private practice with diverse practitioners, and leading courses and training on the subject of equity, diversity, inclusion and belongingness.

Availability: Dr. Fischhoff 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 fischhoffm@mcmaster.ca.

5. Schedule

Date	Activity
Preparation for first class	Required Reading: (all) Ratts et al. "Multicultural and Social Justice Counselling Competencies."
14-Sept-26	Introductions and Review of Syllabus "What is cultural competence?"
Preparation for next class	Required Reading: (CS) Cardemil & Battle and Epston articles; (BS) Crain & Seymour article.
21-Sept-26	Culture and Spirituality In-Class Focus: Ethical Research Practices [MSJCC Domain: IV. Counseling and Advocacy Interventions]
Preparation for next class	Required Reading: (CS) Pedersen & Ivey, chs. 5 & 6 Assignment: Respond to <i>Discussion Forum #1</i> (Avenue to Learn)
28-Sept-26	Barriers to Multicultural Counseling Intercultural Conflict In-Class Focus: Skills for Cultural Engagement: Basic Listening Cycle [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation	Required Reading: (all) Bradford & Horton, chs. 7-8

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for next class	
5-Oct-26	Worldviews of Diverse Individuals The DSM5 Cultural Formation Interview [MSJCC Domains: II. Client Worldview, III. Counseling Relationship]
Preparation For next class	Required Reading: (all) Brown article; (CS) Pedersen & Ivey, ch. 7 Assignment: Respond to <i>Discussion Form #2</i> (Avenue to Learn)
12-Oct-26	Reading Week - No Class
19-Oct-26	Skills for Cultural Engagement: Questions, Reflecting Feeling and Meaning, Focusing, Directing, Interpreting Culturally Appropriate Intervention Strategies [MSJCC Domains: III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Required Reading: (CS) Pedersen & Ivey, ch. 8 Assignment: Respond to <i>Discussion Forum #3</i> (Avenue to Learn) Assignment: Groups A, B, C Prepare for Presentation Next Week

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Date	Activity
26-Oct-26	Indigenous Peoples Groups Special Guest: Indigenous Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups A (Inuit), B (Métis), C (First Nations) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Required Reading: (CS) Paniagua chs. 1-2, 8-9; (BS) Lindsay text Assignment: Reflection Paper: Ministry with Indigenous Peoples Due Next Week Assignment: Groups D, E, F Prepare for Presentation Next Week
9-Nov-26	Asian Diaspora in Canada Special Guest: Asian Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups C (Chinese), D (Filipino), E (Indian) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling

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Relationship, IV. Counseling and Advocacy Interventions

Preparation for next class	Required Reading: (CS) Adams & Kivlighan and Munz & Nikolaus articles; (BS) Annan, chs 1-4. Assignment: Groups G, H, I Prepare for Presentation Next Week
16-Nov-26	Middle Eastern Diaspora in Canada Special Guest: Middle Eastern Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups J (Iranian), K (Syrian), L (Afghani) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling

Relationship, IV. Counseling and Advocacy Interventions

Preparation for next class	Required Reading: (CS) Joyce & Liamputtong and Miao, et al. articles; (BS) Annan chs 5-7, Appendix Assignment: Groups J, K, L Prepare for Presentation Next Week
23-Nov-26	Latin American Diaspora in Canada Special Guest: Latin American Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups J (Mexican), K (Colombian), L (Brazilian) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling

Relationship, IV. Counseling and Advocacy Interventions

Preparation for next class	Required Reading: Pedersen & Ivey, ch. 9 Assignment: Groups M, N, O Prepare for Presentation Next Week Assignment: Reflection Paper: Ministry with East Asian or Middle Eastern Peoples Due Next Week
30-Nov-26	Caribbean Diaspora in Canada Special Guest: Caribbean Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups M (Jamaican), N (Haitian), O (Guyanese) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling

Relationship, IV. Counseling and Advocacy Interventions

Preparation for next class	Required Reading: Pedersen & Ivey, ch. 10 Assignment: Groups P, Q, R Prepare for Presentation Next Week Assignment: Reflection Paper: Ministry with East Asian or Middle Eastern Peoples
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Due Next Week

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Date	Activity
7-Dec-26	African Diaspora in Canada Special Guest: African Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups P (Nigerian), Q (Ethiopian), R (Congolese) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]
Preparation for next class	Assignment: Reflection Paper: Ministry with African or Caribbean Peoples Due Next Week
14-Dec-26	Immigrants and Refugees in Canada Special Guest: Refugee Leader and Advocate Case Study and Discussions Assignment Due: Presentation Groups P (Inuit), Q (Métis), R (First Nations) [MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]

6. Course Requirements

Assignments	Counselling & Spiritual Care (CS)	Biblical Studies (BS)
Participation: Class Discussions	20%	20%
Participation: Discussion Thread	10%	10%
Group Presentations	10%	10%
Reflection Paper: Working with Indigenous Peoples	20%	20%
Reflection Paper: Working with Refugees	- - -	20%

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Assignments	Counselling & Spiritual Care (CS)	Biblical Studies (BS)
Reflection Paper: Ministry with African or Caribbean Diaspora	- - -	10%
Reflection Paper: Ministry with Asian or Middle Eastern Diaspora	- - -	10%
Cultural Awareness Final Paper: Individual Encounter & Synthesis	40%	- - -

6.1. Discussion Threads (All Students) September 14, 2026 to December 14, 2026

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]

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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

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]

- All Students are expected to read the assigned articles and chapters in secondary texts.
- Students in the Counselling and Spiritual Care Specialization are expected to read the entirety of the Paniagua text and to draw appropriate sections of this text in their major project (see: item 6.2.3.).

6.2.2. Reflection Papers

[MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship, IV. Counseling and Advocacy Interventions]

Grading Rubric:

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

6.2.2.1. MDiv students, Counselling and Spiritual Care Specialization (CS), one reflection paper (assignment due date appears in the course schedule)

Students in the Counselling and Spiritual Care Specialization are expected to read chapters 7–8 of the Bradford & Horton text and write a 1500-word (6 page) reflection in which you consider the relevance of this text for the practice of counselling and spiritual care within the Canadian context. Please ensure that the introduction to your paper includes a sentence that provides your social location: e.g., “I am a ___ male/female who attends a ___ church.” Also, indicate in your discussion the possible effect of your social location on how the other people group may perceive you.

6.2.2.2. MDiv students, Biblical Studies Specialization (BS), four reflection papers (assignment due dates appear in the course schedule)

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Students in the Biblical Studies Specialization are expected to read the Bradford & Horton text in its entirety and write a 1800-word (6 page) reflection in which you consider the relevance of this text for the practice of congregational ministry within the Canadian context. Please ensure that the introduction to your paper includes a sentence that provides your social location: e.g., “I am a ___ male/female who attends a ___ church.” Also, indicate in your discussion the possible effect of your social location on how Indigenous people may perceive you.

Students in the Biblical Studies Specialization are expected to read the Lindsay text in its entirety and write a 1800-word (6 page) reflection in which you consider the relevance of this text for the practice of congregational ministry within the Canadian context. Please ensure that the introduction to your paper includes a sentence that provides your social location: e.g., “I am a ___ male/female who attends a ___ church.” Also, indicate in your discussion the possible effect of your social location on your response to the Lindsay text.

Students in the Biblical Studies Specialization are expected to read the Annan text in its entirety and write a 1800-word (6 page) reflection in which you consider the relevance of this text for the practice of congregational ministry within the Canadian context. Please ensure that the introduction to your paper includes a sentence that provides your social location: e.g., “I am a ___ male/female who attends a ___ church.” Also, indicate in your discussion the possible effect of your social location on your response to the Annan text.

6.2.3 Group Presentations (All Students) October 26, 2026 to December 14, 2026

[MSJCC Domains: II. Client Worldview, III. Counseling Relationship]

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You are to give an oral presentation about the culture you selected and how you might engage them in ministry/counselling. The length of time for the presentations will be decided in class and will depend on the number of registered students. You will sign up for a time slot in the weeks leading up to the first presentation date. Presentations will be graded in five areas:

- Content i.e., clear, informative/well organized/how in-depth
- Application i.e., how would you apply what you have learned, including the steps you would take to bridge the cultural differences
- Collaboration i.e., evidence of cooperation, co-creation, shared learning
- Presentation style i.e., creativity and interesting
- Use of time i.e., staying within the allotted time

6.2.3. Cultural Awareness Project:

MDiv Counselling and Spiritual Care Specialization Due: March 22, 2023

[MSJCC Domains: I. Counselor Self-Awareness, II. Client Worldview, III. Counseling Relationship]

This assignment has been reviewed and cleared by the McMaster Research Ethics Board (<http://reo.mcmaster.ca>). If you have questions about conducting ethical research with human subjects, you may consult the resources posted at <http://reo.mcmaster.ca/useful-links>. If you have concerns or questions about the way this assignment is structured, you may contact:

McMaster Research Ethics Board Secretariat
c/o Research Office for Administration, Development & Support (ROADS)
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This project must be completed during the semester. The student may not report on any previous cultural experiences for this assignment.

The purpose of this assignment is to develop an understanding of the cultural factors that have shaped an individual's (or couple's) personal and cultural identity.

Intended pedagogical outcomes: i) contextualization (knowing + doing), ii) performance (doing), and iii) Personal / Professional Formation (being).

General Expectations:

- Students will attend and participate in the class "Ethical Research Practices" (September 21, 2026) before they begin to work on this assignment.
- All student work will reflect ethical practice in working with individuals.
- Students will also ensure that they conduct their research in a manner that reflects current McMaster University's current guidelines on In-Person research and any COVID19 precautions recommended and required by their local health authority and/or the specific location/building where the interview is taking place

Specific Expectations:

Recruitment:

- In the event that McMaster University decides to reimpose limitations on conducting in-person research (e.g., due to a COVID-19), prospective participants will be recruited using

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their publicly available contact information (i.e., telephone, email).

- If students are connecting with participants via email, all communication should take place using their secure McMaster student email addresses and not personal email addresses.
- To avoid social risks due to conflicts of interest or dual relationships, students should have an “arm’s length or greater relationship” anyone they recruit for this assignment.
- The student will consult with a member of the cultural community they are studying (preferably a community leader) and explain the nature of the assignment and ask for their assistance in connecting with a prospective interviewee.
- On the recommendation of this member of the community, the student will approach the prospective interviewee and (i) explain the nature of the assignment and (ii) obtain signed written consent from the interviewee(s).
- The criteria for selecting an interviewee are as follows: i) the interviewee belongs to an ethno-cultural community different from the student’s ethno-cultural community; ii) the student has a greater than arm’s length relationship with the interviewee; and iii) the interviewee has lived in Canada for less than four years.
- Excluded populations include vulnerable populations (e.g., homeless, groups involving persons with chronic health concerns or disabilities, support groups such as AA, groups involving children and youth) and captive populations (e.g., persons who are incarcerated, reside in a long-term care facility, live in a shelter or other transitional housing, or live in a group home). If a student has questions as to whether the individual they wish to interview may be excluded from this project, they must speak with the professor before proceeding.
- Students will use the recruitment scripts provided by the course instructor to recruit prospective participants. These scripts explain the purpose of this assignment when recruiting a possible participant.
- Students will be transparent as to their reasons for asking an individual for permission to conduct this interview.

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- Students will respect the wishes of any individual who decides not to participate in the interview.
- The prospective interviewee is to be provided with copies of the following documents: Letter of Information, the Consent Form, and the questions they will be asked.

Interview Setting:

- At the time of writing, In-Person interviews are permitted.
- If either the student or the interviewee elect to conduct the interview by telephone or a secure video conferencing platform, it is expected that the interview will be conducted via a secure platform. NOTE: McMaster University recommends the use of MS Teams or Zoom (i.e., professional or institutional versions) for research activities which involve remote video communications (cf. <https://research.mcmaster.ca/videoconferencing/>)
- In the event that the interview is provided via a video conferencing platform other than MS Teams or Zoom the student will provide the interviewee with the link to that platform’s Privacy Policy.

Interview Procedures:

- Students will obtain consent from each participant before interviewing them. Acceptable forms of consent include signed written consent, which the participant scans and emails to the student

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and verbal consent that is audio recorded by the student prior to the start of the interview.

- The student will identify themselves by name and explain why they have called or contacted the interviewee.
- The student will, at the beginning of their conversation, inquire as to whether the interviewee is comfortable proceeding with a phone/video interview. The student will also inquire whether the interviewee is in a location where the interview can proceed without interruption.
- Students will obtain either written or verbal consent to audio record the interview. In the event that the participant gives verbal consent, they should indicate this at the beginning of the recording.
- Students will confine their questions to the list of questions provided by the professor.
- Students will obtain permission from the interviewee before asking any question that seeks clarification or elaboration of what the interviewee has said.
- Students will respect the wishes of any individual who decides to terminate the interview or informs them that the interviewee(s) wishes to withdraw from this assignment.

List of Questions (as many as you deem appropriate)::

- How does your culture bring up their children?
- What constitutes child abuse in their culture?
- What are the parameters for socialization and values/character formation?
- What constitutes attaining adulthood or maturity?
- What are the traditions and processes of dating and getting married?
- What rules govern their family structures, kinship patterns and social circle?
- What are their attitudes and values towards women, the sick, and the elderly?
- How do they perceive people of other cultures?
- How do they think others perceive their culture?
- How do they attempt to relate to others of a different culture?
- What are their value systems and worldviews?

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- What are the attitudes and beliefs about mental illness/mental health?
- What is their view of mental health practitioners?
- What is the place of spirituality and religion in their culture?
- How do they live out their religious beliefs in daily life?

Participant Withdrawal:

- Respect for the interviewee's decision to withdraw includes, but is not limited to, making a note on the informed consent form that the interviewee decided not to participate, refraining from any attempt to ask the interviewee to reconsider their decision to withdraw.
- Respect for the interviewee's decision to withdraw also includes the destruction of all recordings and/or field notes relating to this interviewee.

Final Report:

- Ethical practice requires that the final project report not refer to any participant who decided to withdraw from this study.
- Ethical practice requires that the final project report not employ any information derived from a participant who decided to withdraw from this study.

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- Students will safeguard the participant's identity and any information obtained from the interviewee by storing all material collected (whether digital or hard copy) in a secure location (e.g., a password-protected computer in a locked office).
- Students will safeguard the participant's identity by using a neutral identifier such as "Participant A" or simply "A" when referring to the participant in their written work.
- Students will permanently erase and destroy all copies of any material collected (whether digital or hard copy) as soon as they submit their paper.

Expectations for the Final Report / Paper

- In addition to the interview, the student will read at least 300 pp. drawn from the recent academic literature (i.e., journal articles dated 2011 or later) related to the practice multicultural counselling and/or the cultural community of the individual they interviewed. At least 70% of the student's reading needs to focus on the specific cultural community of the interviewee. The student will incorporate the findings of their literature search in their final written project.
- This is a formal academic paper (e.g., Introduction with a thesis statement, body or discussion, conclusion, footnotes and bibliography or reference list).
- The discussion section will identify i) key cultural themes (e.g., cultural influences, processes, values, etc.) that emerge from the interview; and ii) reflect on these themes in light of what they learned about this culture through their literature search (i.e., integrate external source material) with material from the interview.
- The discussion section will also include a verbatim transcript of no fewer than five (5) and no more than (8) interactions between themselves and the interviewee.
- Throughout the paper, the student will safeguard the interviewee's identity by using a neutral identifier such as "Participant A" or simply A when referring to the interviewee in their written work.
- The conclusion of the paper is to include a discussion of what the student has learned about the practice of working with someone from another culture.
- The paper will cover three (3) major areas:
 - a. What do you know about yourself in terms of your own culture that is similar? What is different from the cultural group that you studied?

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- b. What steps would you take to bridge the cultural differences between you and the cultural group in your ministry/counselling? Illustrate using data gathered from your interviewees.
- c. What are some personal insights you have gained from interacting/learning with/about the culture?

Length: max. 4500 words (approx. 18 pages, double-spaced). This word count includes footnotes and bibliography.

Grading:

- Contextualization (knowing + doing) (40 %)
- Performance (doing; i.e., the interview) (25 %)
- Personal / Professional Formation (being) (20 %)
- Academic Style (15 %)

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7. Course Administration

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

Hurlburt Family Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, students may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

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College Style for Submission of Written Work [updated July 2, 2026]

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide** <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>
Failure to observe appropriate form will result in grade reductions.

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 discreetly excuse yourself from the classroom. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

CP 3P1100 Cross-Cultural Counselling (Fall 2026)

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.
- 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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CP 3P1100 Cross-Cultural Counselling (Fall 2026)

Fall 2026

Instructor: Michael P. Fischhoff, DMin, MDiv.
fischhoffm@mcmaster.ca

Mondays 7:00 - 9:50 pm
Sept 14 to December 14, 2026

STATEMENT OF CONSENT TO PARTICIPATE IN CULTURAL RESEARCH INTERVIEW

AS PART OF COURSE REQUIREMENTS

I/We, _____ hereby give my/our
consent to participate in the cultural research interview carried out by
_____ as part
of a group project fulfilling the course requirements for skill development purposes only. I/we
understand that anonymity and confidentiality will be respected. Names will not be used. I also
understand that all information gathered will solely be used for the group paper, the personal
reflection paper, and the group presentation.

Name: _____ Signature: _____

Date: _____

Name: _____ Signature: _____

Date: _____

Interviewer Name: _____

Signature: _____ Date: _____

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