



# McMaster Divinity College

## MS 3XB3 Cross-Cultural Counselling

Fall 2014

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Sept 20, Oct 25, Nov 22, Dec 6, 2014  
Saturdays 9:00 – 4:00 pm

### 1. Course Description:

This course will benefit students ministering or anticipating ministry in a multicultural or intercultural environment. Students will be introduced to basic principles for working with persons from other cultures as they: a) develop a broad framework for understanding and interpreting cultures and cultural forces; b) become aware of the cultural forces which have shaped their values; c) develop an intercultural world view that will be useful in counselling situations; and, d) reflect on selected counselling issues relevant to intercultural ministry.

**NOTE:** This course is approved for students enrolled in the following degree specializations: Church & Culture (CC), Counselling and Spiritual Care (SC), Christian Worldview (CW), Pastoral Studies (PS) and students enrolled in a research degree.

### 2. Required Reading (for all students – Professional [3-unit], MA, PhD):

#### Textbooks:

Augsburger, David W. *Pastoral counseling across cultures*, 1<sup>st</sup> Edition. Philadelphia: Westminster Press, 1986.

Lartey, Emmanuel Y. *In living color: An intercultural approach to pastoral care and counseling*, 2<sup>nd</sup> Edition. London and Philadelphia: Jessica Kingsley Publ., 2003.

Textbook Purchase: All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

#### Journal Articles and Other Resources:

*Note it is the student's responsibility to obtain their own access to these resources. Journal articles may be obtained via the Mills Library (McMaster University).*

\_\_\_\_\_. The Cape Town Declaration on Care and Counsel as Mission.  
<http://careandcounsel.org/declaration.php>

Hardy, Kenneth V., and Tracey A. Laszloffy. The Cultural Genogram: Key to Training Culturally Competent Family Therapists. *Journal of Marital and Family Therapy* (July 1995), 21(3), 227-237.

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Klemens, Michael J., and Lynette H. Bikos. Psychological well-being and sociocultural adaptation in college-aged, repatriated, missionary kids. *Mental Health, Religion and Culture*, 12(7), (November 2009), 721-733.

Lee, Ting-Yin. The Loss and Grief in Immigration: Pastoral Care for Immigrants. *Pastoral Psychology* 59 (2), (April 2010), 159-169.

Warr, Sally. Counselling Refugee Young People: An Exploration of Therapeutic Approaches. *Pastoral Care in Education* 28 (4), (December 2010), pp. 269–282.

**3. Course Objectives:**

**LEARNING OBJECTIVES:**

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

***Knowing***

- To articulate a broad framework for understanding and interpreting cultures and cultural forces.
- To understand the strengths and limitations of culture and ethnicity as a framework for understanding others.
- To learn basic helping skills for engaging those who are culturally different in a helping or counseling relationship.
- To develop a basic framework for counselling those who are culturally different within the context of Christian ministry.

***Being***

- To be aware of the cultural forces that have shaped their values and how these may impact their ministry with those who are culturally different.
- Through reflection on practice, to become self-aware of the student's potential strengths and short-comings as a counselor of the culturally different.

***Doing***

- To practice the skills required to establish a collaborative relationship with someone who is culturally different from themselves.
- To demonstrate ability to interpret a culture other than their own.

**4. Professor:**

***Biography:*** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Marriage and Family Therapist (OAMFT/AAMFT) and a Pastoral Counselling Specialist (CASC). Dr. Mutter's intercultural experience is multifaceted and includes three years living abroad; volunteer work with refugees; co-pastoring (interim ministry) a tri-lingual church; counseling new Canadians from Latin America, Africa and Asia; two missions trips during which he has taught and preached; and, qualitative research related to cultural perspectives on child development, marriage and family.

***Availability:*** Dr. Mutter will be available for one-on-one consultation after class and during breaks

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on the days class is scheduled. Otherwise, students may contact him at [mutterk@mcmaster.ca](mailto:mutterk@mcmaster.ca).

**5. Schedule**

Date		Topic	Assignments
Sept 20, 2014	a.m.	Introductions and Review of Syllabus	
	a.m.	Mapping the Territory and Identifying Pathways <ul style="list-style-type: none"> <li>Case Study Exercise</li> </ul>	<b>Required Reading:</b> Augsburger ch. 1; Lartey chs. 1 & 6.
	p.m.	Spirituality and Pastoral Care in Cross-Cultural Perspective	<b>Required Reading:</b> Augsburger ch. 11; Lartey chs. 3-4, & 7; Cape Town Declaration
Sept 26, 2014			<b>Assignment:</b> Cultural Self-Awareness Exercise: Cultural Genogram (all students)
Oct 10, 2014			<b>Assignment:</b> Cultural Immersion Project: Distant Encounter (all students)
Oct 25, 2014	a.m.	Understanding Difference: The Work of Orientation <ul style="list-style-type: none"> <li>Case Study Exercise</li> </ul>	<b>Required Reading:</b> Augsburger chs. 2-4
	p.m.	Ethnographic Interviewing: The Art of Making Contact	
Nov 7, 2014			<b>Assignment:</b> Cultural Immersion Project: Group Encounter (all students)
Nov 22, 2014	a.m.	When Cultures Collide: Looking Below the Surface (1) <ul style="list-style-type: none"> <li>Case Study Exercise</li> </ul>	<i>Recommended Reading:</i> Augsburger ch. 5 <b>Assignment:</b> Case Study Integration Assignment (MTS, MDiv)
	p.m.	Kinship and Gender: Looking Below the Surface (2)	<b>Required Reading:</b> Augsburger chs. 6-7
Dec 6, 2014	a.m.	Immigration & Acculturation Issues <ul style="list-style-type: none"> <li>Families in Cultural Transition</li> <li>Effect of Multiple transitions</li> </ul>	<b>Required Reading:</b> Lee “The Loss and Grief in Immigration”; Klemens & Bikos “Psychological well-being &c.” <b>Assignment:</b> Cultural Immersion Project: Individual Encounter and Synthesis (all students)
	p.m.	Refugees & Illegal Immigrants <ul style="list-style-type: none"> <li>Case Study Exercise</li> </ul>	<b>Required Reading:</b> Warr “Counselling Refugee Young People”
Dec 12, 2014			<b>Assignment:</b> Annotated Bibliography (MA, PhD)

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**6. Course Requirements**

<i>Element</i> (see below for a description of these elements)	<i>Percentage of Grade</i>		<i>Due Date</i>
	MTS & MDiv	MA & PhD	
<i>Attendance &amp; Participation</i>	---	---	
<i>Assigned Texts and Articles</i>	---	---	
<i>Annotated Bibliography</i>	---	40%	Dec 12, 2014
<i>Cultural Genogram</i>	20 %	15 %	Sept 26, 2014
<i>Case Study Integration</i>	30 %	---	Nov 22, 2014
<i>Cultural Immersion Project</i>			
Part 1 - Distant Encounter	15 %	10 %	Oct 10, 2014
Part 2 - Group Encounter	15 %	10 %	Nov 7, 2014
Part 3 - Individual Encounter and Synthesis	20 %	25 %	Dec 6, 2014

A. Participation & Attendance:

B. Reading:

- *All Students (Professional, MA, PhD):* Read the two required textbooks and the four assigned articles in their entirety and demonstrate understanding of these readings by appropriately integrating them in class discussion and written assignments.
- *MA and PhD students:* Conduct a literature search to identify recent publications (e.g., books and journal articles) that focus on Cross-Cultural counselling; search should include a range of academic disciplines. Read at least 5000 pages of text and write an annotated bibliography (between 12,500-15,000 words) that (i) includes a brief introductory discussion that identifies the methodology used to identify publications and the criteria for inclusion; (ii) identifies key themes, issues, etc. that emerge from each source read; and, (iii) includes a brief concluding discussion that summarizes the student’s findings.

NOTE: Citation format must include the number of pages within the text.

Due: Dec 12, 2014

C. Cultural Self-Awareness Exercise: Cultural Genogram (*all students*)

Genograms are a means of tracking what happens within families across several generations. To be useful, a genogram should include at least three generations, preferably four (for further information see handout). **Cultural Genograms** differ from a traditional genogram in that they are specifically focused on describing (i) an individual’s or family’s cultural heritage; and (ii) cultural values or attitudes that may have been transmitted from generation to generation.

To complete this assignment students will need to do the following:

- Read the brief description on Genograms that will be provided in the first class.
- Read the article by Hardy & Laszloffy.

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- Make a preliminary list of all the individuals to be included in your Genogram.
- Answer as many of the questions from Table 1 (in the article) that you can  
NOTE: this will need to be done for each cultural grouping within your family.
- Identify the individual(s) you will need to interview to complete the assignment and interview them using the questions in Table 1 as your guide.
- Summarize your findings and draw your genogram.
- Using Table 2 (in the article) as your guide, write a 1500 word synthesis paper reflecting on how your Family of Origin has shaped your cultural values.

The grade for this assignment will be based on the following criteria:

- Does the assignment include a genogram that details the cultural influences in the student's family of origin? (45%)
- Has the student included an "Integrative Reflection" in which they discuss what they have learned about themselves and their attitudes towards persons of other cultures? (45%)
- Spelling, grammar, syntax, etc. (10%)

Due: Sept 26, 2014

D. Case Study Integration Assignment (*Professional [3-uni]t Students*)

Students are to employ insights drawn from Augsburg's textbook to reflect on the following case study (2500 words). Students will be graded on their knowledge of Augsburg's book; their ability to critically reflect on and identify key issues or themes within the case study; their ability to use Augsburg's material to interact with the case study; and their ability to construct a realistic ministry response to the case study. Students are expected to focus their ministry responses to reflect their area of specialization: i.e., PS, CC and CW students will consider the case study from the perspective of ministry in the local church; SC students will construct a response from the perspective of a counsellor, chaplain or other parachurch ministry.

**Case Study:**

Pablo came to Canada with his wife and a small child. They were only here for a few months when his wife took their child left him on his own. Although Pablo possessed a work permit he was unable to work because of poor health. He complained of having a bad back, being sick to his stomach, insomnia, as well as a bad case of the nerves [ataques de nervios]. Pablo's physical problems became severe enough that he tried to obtain help from a hospital emergency department. There a doctor assessed the symptoms, prescribed painkillers and referred Pablo for counselling. Before speaking with you, Pablo made the rounds of various counselling centres looking for someone who can help him obtain the medicine he desires. He makes it clear to you, and whoever else will listen, that he is concerned with his physical ailments and is not sure that counselling is the answer to his problems.

Due: Nov 22, 2014

E. Cultural Immersion Project (3 parts)

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This project involves 3 parts that must be completed during this course. The student may not use cultural experiences previous to this course for this assignment. The student will select a cultural group of interest with whom they have little or no experience. This group may be a different ethnicity, religion, or cultural group or have other significantly different cultural features (e.g., the elderly in nursing homes, disabled children, disabled adults, the homeless, prisoners, etc.). Below is a brief description of each part of the project.

**Part 1 - Distant Encounter**

The student must read at least 100 pp. drawn from the academic literature related to their cultural population of interest (dated 2005 or later). In addition to these academic sources, the student is to identify and review 3 significant media resources related to the culture under study; e.g., culturally prominent websites, online newspapers, radio/internet broadcasts, or culturally specific magazine articles may be reviewed online or purchased. The student will write a 1000 word literature review highlighting key themes that are identified in the sources they consulted. Students are expected to focus their ministry responses to reflect their area of specialization: i.e., PS and CW students will incorporate the perspective of ministry within the local church; SC and CC students will incorporate the perspective of a counsellor, chaplain or other parachurch ministry.

Due: Oct 10, 2014

**Part 2 - Group Encounter**

The student will attend and actively participate in 2 events related to the cultural group they are studying. These can be events such as church services or meetings, community organization meetings, volunteer work at homeless shelters or food kitchens, attendance at support group meetings, fund-raising events, a school-related meeting or activity, etc. These activities must be sponsored by or provided for the particular cultural group. The student will write a 1000 word paper that reflects on these encounters with this cultural community from the perspective of their area of specialization: i.e., PS and CW students will incorporate the perspective of ministry within the local church; SC and CC students will incorporate the perspective of a counsellor, chaplain or other parachurch ministry.

Due: Nov 7, 2014

**Part 3 - Individual Encounter and Synthesis**

The student will conduct an in-depth, 1-hour interview with an individual or married couple from the cultural group they are studying. Prior to conducting this interview, the student will obtain signed written consent from the interviewee(s) (see page 10 of syllabus). The purpose of this interview is to develop an understanding of the cultural factors that have shaped that individual's (or couple's) personal and cultural identity. A variety of issues may be explored in the interview. Once the interview is completed, the student will write a 2500 word paper that incorporates each of the following.

- (i) Key cultural themes (e.g., cultural influences, processes, values, etc.) that emerge from the interview;

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- (ii) An integration of what they learned about this culture through the distant encounter exercise (i.e., integrate external source material) with material from the interview.
- (iii) An integration of what they learned about this culture through the group encounter exercise with material from the interview.
- (iv) A brief reflection as to how these assignments have impacted them as persons who minister. Students are expected to focus this aspect of their paper to reflect their area of specialization: i.e., PS and CW students will incorporate the perspective of ministry within the local church; SC and CC students will incorporate the perspective of a counsellor, chaplain or other parachurch ministry.

Due: Dec 6, 2014

## 7. Course Administration:

**Style:** All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>. Failure to observe appropriate form will result in grade reductions.

**Academic Honesty:** Academic dishonesty is a serious offence 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 Divinity College Statement on Academic Honesty <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. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Submission of Written Work:** 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. 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 (1%) for every late day.** Graded papers will be returned to the student with comments in pdf format.

**Length:** Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

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## 8. Selected Bibliography

- Atkinson, D. R. *Counseling American Minorities: A Cross-Cultural Approach*. New York: McGraw Hill, 2003.
- Augsburger, David. *Conflict Mediation across Cultures: Pathways and Patterns*. Philadelphia: Westminster Press, 1992.
- Berry, J. W., Poortinga, Y. H., Segall, M. H. & Dasen, P. R. (Eds.), (2nd. Ed.). *Cross-Cultural Psychology: Research and Applications*. Cambridge: Cambridge University Press, 2002.
- Boyd-Franklin, N. *Black families in therapy: Understanding the African American Experience* (2nd. Ed.). New York: The Guilford Press, 2006.
- Chesler, P. Are honor killings simply domestic violence? *Middle East Quarterly*, 16(2), 61–69.  
<http://www.meforum.org/2067/are-honor-killings-simply-domestic-violence>
- Dana, R. H. *Multicultural Assessment*. New York: Lawrence Erlbaum Associates, 2005.
- Falicov, C. J. *Latino Families in Therapy: A Guide to Multicultural Practice*. New York: The Guilford Press, 2000.
- Farris, James Reaves (Ed.). *International Perspectives on Pastoral Counseling*. New York: Haworth, 2002.
- Fong, R. and Furuto, S. (Eds.). *Culturally Competent Practice: Skills, Interventions, and Evaluations*. Boston: Allyn and Bacon, 2001.
- Fukuyama, M. A. & Sevig, T. D. *Integrating Spirituality into Multicultural Counseling*. Thousand Oaks, CA: Sage Publications, 2004.
- Garzon, F. Rethinking integration: A prodding case in Brazil. *Journal of Psychology and Christianity*, 28 (2009), 78–83.
- Garzon, F.; J. Richards; M. Witherspoon; S. Garver; Z. Wu and L. Burkett. Forgiveness in community cultural contexts: Applications in therapy and opportunities for expanded professional roles. *Journal of Psychology and Christianity, Special Edition*, 21(4) (2002), 349–356.
- Gielen, U. P. & Roopnarine, J. (Eds.). *Childhood and Adolescence: Cross-Cultural Perspectives and Applications*. Westport, CT: Praeger Publishers, 2004.
- Gielen, U. P., Fish, J. M. & Draguns, J. G. *Handbook of Culture, Therapy and Healing*. New York: Lawrence Erlbaum Associates, 2004.
- Hays, D. G.; and B.T. Erford. *Developing Multicultural Counseling Competence: A Systems Approach* (2<sup>nd</sup> Edition). New York, New York: Pearson, 2014.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
- McAuliffe, Garrett (Ed.). *Culturally Alert Counseling: A Comprehensive Introduction*. Thousand Oaks: Sage Publishers, 2008.
- McGoldrick, Monica. (Ed.). *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. The Guilford Press, 2002.

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- McGoldrick, Monica, Joseph Giordano and Nydia Garcia-Preto. *Ethnicity and Family Therapy* (3rd ed.). New York, New York: Guilford Press, 2005.\*
- McGoldrick, Monica, John K. Pearce and Joseph Giordano. *Ethnicity and Family Therapy* (1<sup>st</sup> ed.), New York: The Guilford Press, 1982.\*
- McGoldrick, Monica, Joseph Giordano and John K. Pearce. *Ethnicity and Family Therapy* (2<sup>nd</sup> ed.), New York: The Guilford Press, 1996.\*
- Nagayama Hall, Gordon and Sumie Okazaki. *Asian American Psychology: The Science of Lives in Context*. Washington, D.C.: APA., 2002.
- Paniagua, Freddy A. *Assessing and Treating Culturally Diverse Clients*, 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage, 2005.
- Pedersen, Paul and Allen Ivey. *Culture Centred Counselling and Interviewing Skills: A Practical Guide*. Westport, CN: Praeger, 1993.
- Pedersen, Paul; Juris Draguns; Walter Lonner and Joseph Trimble. *Counseling Across Cultures*. Thousand Oaks, CA: Sage Publication, 2002.
- Sue. D. W. and D. Sue. *Counseling the Culturally Diverse: Theory and Practice 6th edition*. New York: John Wiley & Sons, 2013.
- Tan, Siang-Yang. "Psychopathology and Culture: The Asian American Context." *Journal of Psychology and Christianity*. 8 (Summer 1999), p. 61-75.
- van der Veer, Guus. *Counselling and Therapy with Refugees: Psychological Problems of Victims of War, Torture, and Repression*. Chichester, New York: Wiley, 1992.
- Yarhouse, M. A.; and L. A. Burkett. An inclusive response to LGB and conservatively religious persons: The case of same-sex attraction and behavior. *Professional Psychology: Research & Practice*, 39, (2002), 235–241.

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\* NOTE: Each edition of *Ethnicity and Family Therapy* contain chapters that are not contained in other editions of this text.

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**CONSENT TO BE INTERVIEWED**

It is my understanding that \_\_\_\_\_ (student's name) is a student at McMaster Divinity College and is enrolled in a course in cross-cultural counselling.

\_\_\_\_\_ (student's name) has informed me that:

- students enrolled in this course have been asked to interview someone from another culture and to write a paper in which they reflect on what the student learns from this interview;
- some of what I share in this interview may be included in their written assignment; and,
- except for situations that are reportable by law (e.g., child abuse), they will protect my confidentiality and will not disclose my identity either in writing or in any conversation that they have with anyone.

I \_\_\_\_\_ (interviewee's name) therefore consent to being interviewed by \_\_\_\_\_ (student's name).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_