



McMaster Divinity College

MS 3XB3 Cross-Cultural Counselling: In Living Colour
Fall 2018

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Mondays 9:00 – 11:00 am
Sept 10 to Dec 3, 2018

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 pre-recorded lectures that will be made available on Avenue to Learn, in-class learning activities (e.g., case studies, experiential exercises), research, and personal reflection.

Specializations: Counselling and Spiritual Care (CS), Pastoral Studies (PS), Church and Culture (CC).

Doctor of Practical Theology students who wish to apply for this course as an Advanced

Elective for their degree program must consult with the Program Director of the DPT and the course instructor to develop an Advanced Elective for this course that fulfills the specific elements required by the DPT program. Once the syllabus for an Advanced Elective has been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. DPT students can proceed with the course as part of their degree program once this application is accepted.

2. Reading

a. Required Reading (for all students – MTS, MDiv, MA, PhD):

Unless otherwise noted, required textbooks for this course are available from MDC's book service, **READ On Bookstore**. To purchase course texts, please contact **READ On Bookstore**, 5 International Blvd., Etobicoke, ON, M9W 6H3; email - books@readon.ca; phone - (416) 620-2934; fax - (416) 234-8840. Other book services may also carry these texts.

Textbooks:

Pedersen, Paul B., and Allen Ivey. *Culture-Centered Counseling and Interviewing Skills: A Practical Guide*. Westport, CT: Praeger, 1993.

Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd Edition. London and Philadelphia: Jessica Kingsley Publ., 2003.

b. Recommended Resources:

American Psychiatric Association. *Cultural Concepts in DSM-5*. [Available Online, locatable via search engine]

American Psychiatric Association. *Cultural Formulation Interview (CFI)*. [Available Online, locatable via search engine]

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

World Health Organization. *Mental Health Action Plan 2013-2020*. [Available Online, locatable via search engine]

3. Course 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 develop a theological framework for working with individuals and groups who are culturally different.

- 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 from themselves.

Being

- To be aware of the theological and cultural forces that have shaped their values and how these may impact their work with those who are culturally different (negatively or positively).
- Through reflection on practice, to become self-aware of the student’s potential strengths and short-comings when ministering with those who are culturally different.
- Through reflection on practice, to become self-aware of the student’s potential strengths and short-comings when counselling those who are culturally different.

Doing

- To demonstrate an ability to engage and develop awareness of a culture other than their own.
- To practice the skills required to establish a collaborative relationship with someone who is culturally different from themselves.

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 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 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.

5. Schedule

Date	Activity
Sept 10, 2018	Introductions and Review of Syllabus <hr/> Required Reading: <ul style="list-style-type: none"> • Read: Pedersen & Ivey, ch. 1; Lartey ch. 1. In-Class Focus: Multi-Cultural Essentials
Preparation for next class	<ul style="list-style-type: none"> • View online instructional material (Avenue to Learn) • Read: Pedersen & Ivey, ch. 2; Lartey ch. 9.
Sept 17, 2018	In-Class Focus: Developing Intrapersonal and Interpersonal Cultural Awareness ‡ (‡ Throughout the semester these in-class sessions will employ case study based learning, skill development, practice exercises, as well as small and large group discussions).

Date	Activity
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Pedersen & Ivey, ch. 3
Sept 24, 2018	In-Class Focus: A cultural taxonomy ‡
Preparation for next class	<ul style="list-style-type: none"> View online presentation about doing ethnographic research (Avenue to Learn) Read: Pedersen & Ivey, ch. 4
Oct 1, 2018	In-Class Focus: Ethnographic Interviewing (lecture) <ul style="list-style-type: none"> The Art of Making Contact Ethical practices
	Assignment Due: <ul style="list-style-type: none"> MTS/MDiv - Cultural Immersion Project: Distant Encounter MA/PhD - Lartey Book Review
Oct 8, 2018	Reading Week – No Class
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Pedersen & Ivey, chs. 5 & 6
Oct 15, 2018	In-Class Focus: Skills for Cultural Engagement: Basic Listening Cycle ‡
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Pedersen & Ivey, ch. 7
Oct 22, 2018	In-Class Focus: Skills for Cultural Engagement: Questions ‡
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Pedersen & Ivey, ch. 8
Oct 29, 2018	In-Class Focus: Skills for Cultural Engagement: Reflecting Feeling & Meaning ‡
	Assignment Due: <ul style="list-style-type: none"> MTS/MDiv - Cultural Immersion Project: Group Encounter
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn)
Nov 5, 2018	In-Class Focus: Case Studies: “Wheels within wheels”
	Assignment Due: <ul style="list-style-type: none"> MA/PhD - Annotated Bibliography
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Lartey chs. 4 & 7.
Nov 12, 2018	In-Class Focus: Spiritual and Pastoral Care in Cross-Cultural Perspective ‡
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn)
Nov 19, 2018	In-Class Focus: Case Studies: “How can we sing the Lord’s song in a foreign land?”
	Assignment Due: <ul style="list-style-type: none"> MTS/MDiv - Cultural Immersion Project: Individual Encounter and Synthesis
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) Read: Pedersen & Ivey, ch. 9
Nov 26, 2018	In-Class Focus: Skills for Cultural Engagement: Responding to Conflict ‡
	Assignment Due: <ul style="list-style-type: none"> MA/PhD - Major Paper
Preparation	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn)

Date	Activity
for next class	• Read: Pedersen & Ivey, ch. 10
Dec 3, 2018	In-Class Focus: Skills for Cultural Engagement: Focusing, Directing, Interpreting ‡

6. Course Requirements

Element (see below for a description of these elements)	Percentage of Grade	Due Date
MTS & MDiv Students		
Attendance & Participation	25 %	
Assigned Texts	---	
Cultural Immersion Project		
<i>Part 1 - Distant Encounter</i>	20 %	Oct 1, 2018
<i>Part 2 - Group Encounter</i>	25 %	Oct 29, 2018
<i>Part 3 - Individual Encounter and Synthesis</i>	30 %	Nov 19, 2018
MA & PhD Students		
Lartey Book Review	20 %	Oct 1, 2018
Annotated Bibliography	40 %	Nov 5, 2018
Major Paper	40 %	Nov 26, 2018

Grading Rubrics:

- Evaluation categories and the weight given to these categories are provided for each graded assignment.
- A handout describing these categories along with the outcome expectations for each category will be distributed on the first day of class.

A. PARTICIPATION:

- Introductory Videos (all students) Due: Sept 14, 2018

Intended pedagogical outcome: professional formation (being).

Use the link to Flipgrid that is provided in A2L to view Prof. Mutter's personal welcome and introduction. Create your own short video (90 seconds) to introduce yourself to the class. In addition to giving your name you are invited to identify your "cultural" or "ethnic" heritage and a significant cross-cultural (ministry) experience you have had. Return periodically to Flipgrid to view each other's introduction of themselves to the class.

- In-class Activity (MTS and MDiv Students (10 %): Due: Weekly
Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Students are expected to engage with case studies and other in-class activities in ways that demonstrate respect for their fellow students combined with a commitment to making good use of the experiential learning opportunities that are provided.

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DISCLAIMER: This syllabus is the intellectual property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

- Discussion Forums (15%) Due: as assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) professional formation (being).

Each student is expected to participate in the following discussion forums posted on **Avenue to Learn**.

- Course Expectations: This is the forum to seek clarification about assignments and ask general questions about the course. – no grade is assigned for this forum.
- Challenges engaging ‘minority’ cultures
- Challenges engaging the ‘majority’ culture

General Guideline:

Access to each discussion will be provided at the beginning of the week it is appears in the syllabus. *Because the intent is to foster a discussion it is expected that each student’s response will not exceed 150 words (i.e., approximately the length of this paragraph).* This discussion is not intended to demonstrate your mastery of the subject. Rather the intent is to foster a thoughtful conversation. Each posting will be reviewed by the professor. *Students will be asked to rewrite any post that is too long.* Please note that approval of is required before you will be able to see and respond to other posts and other students will be able to see and respond to your post. Students are asked to return to the discussion and to respond (150 words or less) to the postings made by other students. The grading rubric for these posts is provided below.

Grading:

Grading Category	Description of Grading Category	% of DB Grade
On-time submission	On-time submission by midnight on the date indicated in the syllabus in order to facilitate active discussion. We are looking for on-time submission of the posts.	10%
Content of the Post	In 150 words or less give a quality, descriptive observation about the methodology and/or pose at least two questions for possible, further discussion with other classmates. We are looking for quality comments.	60%
Interaction with other Discussion Boards	In 150 words or less (per response) engage with at least two other postings. For full credit, post before midnight on the date indicated in the syllabus. We are looking for quality comments and on-time submission of the posts.	20%
Form and Style	Parentetical documentation is allowed, but sources should be documented (eg. Smith, Survey of the New Testament, 2005). Proper grammar and spelling is expected.	10%

B. READING:

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing)

- MTS / MDiv Students:

- Read the Read: Pedersen & Ivey text in its entirety. Assessment of the student's reading and use of this text will be determined by their engagement with the case studies and other in-class exercises as well as demonstration that the skills presented in this text were used in the Group Encounter and Individual Encounter assignments.

- Read the assigned chapters in the Larney text. Assessment of the student's reading and understanding of these chapters will be determined by whether Larney's perspective shapes the student's engagement with the course material.

- MA and PhD students:

- Larney: Text Analysis and Review (20 %): Due: Oct 1, 2018

Read and write a critical review of the Larney text (1500 words). This review will identify Larney's thesis and explore his logic, arguments, use of scripture, and philosophical assumptions. The student should also include in this review the strengths and possible shortcomings of the text, noting its relevance to the student's area of ministry practice.

Grading:

Knowledge & Interpretation (knowing / discernment)	(40 %)
Contextualization (knowing + doing)	(45 %)
Academic Style	(15 %)

- Literature Review (40 %): Due: Nov 5, 2018

Conduct a literature search to identify publications (e.g., books and journal articles) relevant to the practice of intercultural engagement in an area of practical theology selected by the student. MA and PhD students are required to read 5000-6000 pages of written text and to write an integrated literature review essay (6000 words, 25 pages) in which they identify and discuss key themes, issues, etc. that emerge from the literature. Students are expected to consider the relevance of what they have read to their chosen area of practical theology and the cultural groups that reside within their community. This literature review will include a brief introductory discussion that identifies the methodology used to identify publications and the criteria for inclusion and a brief concluding discussion that summarizes the student's findings. Lastly, each bibliographic entry is to include the number of pages within the text.

Grading:

Knowledge & Interpretation (knowing / discernment)	(50 %)
Contextualization (knowing + doing)	(40 %)

Academic Style

C. CULTURAL IMMERSION PROJECT – 3 PARTS (MTS & MDIV STUDENTS)

This multipart assignment that must be completed during the semester. The student may not report on previous cultural experiences for this assignment. The student will select a cultural group of interest that is not their primary cultural community. This group may be a different ethnicity, religion, or cultural group. 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, live in a group home). If a student has questions as to whether their area of interest may be excluded from this project, they must speak with the professor before proceeding to ensure their study population is appropriate.

Parts two and three of this assignment have 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 these assignments are structured, you may contact:

McMaster Research Ethics Board Secretariat
Telephone: (905) 525-9140 ext. 23142
c/o Research Office for Administration, Development & Support (ROADS)
E-mail: ethicsoffice@mcmaster.ca

Part 1 - Distant Encounter (20 %)

Due: Oct 1, 2018

Intended pedagogical outcomes: i) knowledge / interpretation (discernment) and ii) contextualization (knowing + doing).

The student must read at least 200 pp. drawn from the **recent academic literature** (i.e., journal articles dated 2008 or later) related to their cultural population of interest. In addition to these academic sources, the student is to identify and review 2 significant media resources (e.g., in-depth article by a major news organization) related to the culture under study. The student will write a 1500 word integrated (thematic) 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.

Grading:

Knowledge & Interpretation (knowing / discernment)	(40 %)
Contextualization (knowing + doing)	(40 %)
Academic Style	(20 %)

Part 2 - Group Encounter (25 %)

Due: Oct 29, 2018

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

The student will attend and participate in at least one event related to the cultural group they are studying. These can be events such as church services or meetings, community organization meetings, fund-raising events, a school-related meeting or activity, etc. These activities must be sponsored by, or provided for, the cultural group under study. During this event, students are practice awareness on multiple levels. In addition to observing the event and the actions of others the student is to practice both other awareness and self-awareness. For example, being aware of how people interact with you? Similarly, being aware of how you the student are cognitively, emotionally, and physically responding to what you are observing and/or your interactions others. The student will write a 1500 word paper that includes a reflection on their observations. The student will also reflect on their encounter(s) with this cultural community from the perspective of their area of specialization, noting their thoughts as to how this experience might shape their ministry or professional practice.

Instructions:

- Students are to attend publicly advertised events that are open to the public.
- Students need to obtain permission from the professor (by email) to confirm that the event they wish to attend is suitable for this project.
- It is expected that student work will reflect ethical practice in working with individuals.
- It is expected that the student will be transparent as to (i) their reasons for attending the event and (ii) their interest in this cultural community.
- Students will respect the wishes of any individual who decides to not speak with them.
- Students will respect the wishes of any individual who asks them to leave the event and will leave the premises immediately.
- It is expected that students will merely observe the proceedings and will refrain from making any written notes or electronic recordings while they are attending this event.
- Students will safeguard the source of any information obtained by means of observation or conversation by using a neutral identifier such as “Participant A” or simply A when referring to any individual encountered during this part of their study.

Grading:

Contextualization (knowing + doing)	(20 %)
Performance (doing)	(30 %)
Personal / Professional Formation (being)	(40 %)
Academic Style	(10 %)

Part 3 - Individual Encounter and Synthesis (30 %)

Due: Nov 19, 2018

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

The student will conduct an in-depth, 1-hour interview with an individual or married couple from the cultural group they are studying. It is expected that 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 identifying a prospective interviewee(s). On the recommendation of this member of the community, the student will approach the prospective interviewee(s) and (i) explain the nature of the assignment and (ii) obtain signed written consent from the interviewee(s). 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 4000 word paper that incorporates each of the following.

- a. Key cultural themes (e.g., cultural influences, processes, values, etc.) that emerge from the interview;
- b. 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.
- c. An integration of what the student learned from this interview with what they about this culture through the group encounter exercise and the literature review.
- d. A brief reflection as to how these assignments have impacted them as persons.
- e. Students are also expected to reflect on how the three parts of this assignment might shape their ministry or professional practice.

Instructions:

- Students will explain the purpose of this assignment when recruiting a possible volunteer.
- It is expected that the student will be transparent as to their reasons for asking an individual for permission to conduct this interview.
- It is expected that student work will reflect ethical practice in working with individuals.
- Students will respect the wishes of any individual who decides to not participate in the interview.
- Students will use the questions provided by the professor to structure their interviews.
- Students will respect the wishes of any individual decides to terminate the interview or informs them that the interviewee(s) no longer wishes to withdraw from this assignment.
- It is understood that 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, erasing all recordings and/or field notes relating to this interviewee, and ensuring that the final project does not refer to this interviewee or employ any information derived solely from this individual.
- Students 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.

Grading:

Contextualization (knowing + doing)	(40 %)
Performance (doing; i.e., the interview)	(30 %)
Personal / Professional Formation (being)	(15 %)

Academic Style

(15 %)

D. MAJOR ESSAY (MA/PHD) (40 %):

DUE: NOV 26, 2018

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) personal / professional formation (being)

Research degree students will write a major essay (7500 words) that develops a vision for intercultural engagement and practice in an area of practical theology selected by the student. In addition to reflecting on and developing a vision for the practice of intercultural ministry or professional engagement, the student is to reflect on how their sense of self as a professional is being shaped as a result of what they

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 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/sites/default/files/documents/mdcstyleguide.pdf>).

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 page / 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 announcement systems.

8. Select Bibliography: Multidisciplinary

Asante, Molefi Kete, et al. (Eds.). *The Global Intercultural Communication Reader*. New York: Routledge, 2008.

Atkinson, D. R. *Counseling American Minorities: A Cross-Cultural Approach*. New York: McGraw Hill, 2003.

Augsburger, David W. *Pastoral Counseling Across Cultures*. Philadelphia: Westminster Press, 1986.

Bernak, Fred, et al. *Counseling Refugees: A Psychosocial Approach to Innovative Multicultural Interventions*. Westport, CT: Praeger, 2002.

Berry, J. W., et al. (Eds.). *Cross-Cultural Psychology: Research and Applications*, 2nd Edition. Cambridge: Cambridge University Press, 2002.

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Chung, Rita Chi-Ying, and Frederic P. Bemak. *Social Justice Counseling: The Next Steps Beyond Multiculturalism*. Thousand Oaks, CA: Sage, 2012.

Connerley, Mary L., and Paul B. Pedersen. *Leadership in A Diverse and Multicultural Environment: Developing Awareness, Knowledge and Skills*. London: Sage, 2005.

Dana, R. H. *Multicultural Assessment*. New York: Lawrence Erlbaum Associates, 2005.

Dimmock, Clive A. J. and Allan Walker. *Educational Leadership: Culture and Diversity*. London: Sage, 2005.

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

Egan, Gerard, et al. *Skilled Helping Around the World: Addressing Diversity and Multiculturalism*. Australia: Thomson Brooks/Cole, 2006.

Falicov, C. J. *Latino Families in Therapy: A Guide to Multicultural Practice*. New York: The

- Guilford Press, 2000.
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- Guilherme, Manuela et al. (Eds.) *The Intercultural Dynamics of Multicultural Working*. Tonawanda, NY: Multilingual Matters, 2010.
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- Jun, Heesoon. *Social Justice, Multicultural Counseling, and Practice: Beyond A Conventional Approach*. New York: Springer, 2018.
- 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.
- McGoldrick, Monica. (Ed.). *Re-visioning Family Therapy: Race, Culture, and Gender in*

- Clinical Practice*. The Guilford Press, 2002.
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