



# McMaster Divinity College

## MS 3XB3 Cross-Cultural Counselling: In Living Colour Spring 2021

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May 3 to June 18, 2021

### 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 (A2L), in-class learning activities (e.g., case studies, experiential exercises), research, and personal reflection.

**MTS & MDIV SPECIALIZATIONS:** Counselling and Spiritual Care (CS), Pastoral Studies (PS) and Christian Worldview (CW).

### 2. Reading

**Bookstore:** Texts may be purchased from the Hurlburt Family Bookstore located beside the Chapel entrance, opposite Cullen Hall. Due to Covid19 safety measures students are advised to phone or email the bookstore to order books.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders [books@readon.ca](mailto:books@readon.ca)

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#### 2.1. Required Reading: Texts

	Specialization
Andraos, Michel (ed.). <i>The Church and Indigenous Peoples in the Americas</i> . Eugene, OR: Cascade Books, 2019.	CW
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 & CW
Lindsay, Ben. <i>We Need to Talk About Race</i> . London, UK: SPCK, 2019.	PS & CW
Paniagua, Freddy A. <i>Assessing and Treating Culturally Diverse Clients: A Practical Guide</i> , 4 <sup>th</sup> Edition. 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 & CW
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, CW
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." <i>European Journal of Psychotraumatology</i> , 9(1) (January 2018).	CS
Mutter, Kelvin F. "Working with Spiritual, Religious and Cultural Diversity." In Mohammed Taher (ed.), <i>Multifaith Perspectives in Canadian Spiritual &amp; Religious Care</i> , p. 383–391. North York, ON: Canadian Multifaith Federation, 2020. (posted to A2L)	CS, PS & CW

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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

- 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

- 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

- 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).

### 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 extensive experience counselling individuals from every populated continent on the earth; qualitative research related to the refugee experience, cultural perspectives on marriage and family, and cultural perspectives on child development; three years living outside of Canada; volunteer work with refugees; co-pastoring (interim ministry) a tri-lingual church; and two trips to Latin America during which he taught church leaders.

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#### 5. Schedule

Day	Activity
Monday May 3 1:00 to 3:00 pm	Synchronous Activity (WebEx): Presentation & Discussion – “What is cultural competence?” Required Reading: (all) Muttter “Working with Spiritual, Religious and Cultural Diversity.”
May 4–7, 2021	Asynchronous Activities: <ul style="list-style-type: none"> <li>• Online instructional video (A2L): Ethical Practice in Ethnographic Interviewing</li> <li>• Required Reading: (CS) Cardemil &amp; Battle and Epston articles; (PS, CW) Crain &amp; Seymour article.</li> </ul>
Monday May 10 1:00 to 3:00 pm	Synchronous Activity (WebEx) ( <u>REQUIRED ATTENDANCE</u> ): Discussion: Ethical Inter-cultural Engagement
May 11–14, 2021	Asynchronous Activities: <ul style="list-style-type: none"> <li>• Online instructional videos (A2L):               <ul style="list-style-type: none"> <li>○ Video: Essential Skills for Cross-Cultural Counselling</li> <li>○ Video: Reflecting Feeling and Meaning</li> </ul> </li> <li>• Required Reading: (all) Bradford &amp; Horton chs. 7–8; (CS) Pedersen &amp; Ivey, ch. 5</li> <li>• Discussion Forum #1;</li> </ul>
Monday May 17 1:00 to 3:00 pm	Synchronous Activity (WebEx): Case study and discussion
May 18–21, 2021	<ul style="list-style-type: none"> <li>• Online instructional video (A2L): The Question Cube</li> <li>• Required Reading: (all) Brown article; (CS) Pedersen &amp; Ivey, chs. 6–7.</li> <li>• Discussion Forum #2;</li> </ul>
May 21, 2021	Assignments Due: CS & PS Students: Reflection Paper: Ministry with Indigenous peoples
Monday May 24 May 25–28, 2021	VICTORIA DAY – No scheduled class Asynchronous Activities: <ul style="list-style-type: none"> <li>• Online instructional video (A2L): The DSM5 Cultural Formation Interview</li> <li>• Required Reading: (CS) Paniagua chs. 1–2, 8–9; (PS, CW) Lindsay text.</li> <li>• Discussion Forum #3</li> </ul>
Monday May 31 1:00 to 3:00 pm	Synchronous Activity (WebEx): Case study and discussion
June 1–4, 2021	Asynchronous Activities: <ul style="list-style-type: none"> <li>• Online instructional videos (A2L): Immigration</li> <li>• Required Reading: (CS) Adams &amp; Kivlighan and Munz &amp; Nikolaus articles; (PS) Annan, chs 1–4.</li> <li>• Discussion Forum #4;</li> </ul>
June 4, 2021	ASSIGNMENT DUE: PS Students: Reflection Paper: Ministry with the African Diaspora
Monday June 7 1:00 to 3:00 pm	Synchronous Activity (WebEx): Case study and discussion
June 8–11, 2021	Asynchronous Activities: <ul style="list-style-type: none"> <li>• Online instructional videos (A2L): Acculturation</li> <li>• Required Reading: (CS) Joyce &amp; Liamputtong and Miao, et al. articles; (PS) Annan, chs 5–7, Appendix.</li> </ul>

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Day	Activity
	<ul style="list-style-type: none"> <li>• Discussion Forum #5</li> </ul>
Monday June 14 1:00 to 3:00 pm	Synchronous Activity (WebEx): Case study and discussion
June 15–18, 2021	Asynchronous Activities: Work on Major Assignments Discussion Forum #6;
June 18, 2021	Assignment Due: PS Students: Reflection Paper: Ministry with Refugees
June 30, 2020	Major Assignments are Due: <ul style="list-style-type: none"> <li>• CS Students: Cultural Awareness paper</li> <li>• CW Students: Reflection Paper: Ministry with Indigenous peoples</li> </ul>

#### 6. Course Requirements

Assignments	Professional Degree (MTS/MDiv)		
	Counselling & Spiritual Care	Pastoral Studies	Christian Worldview
Participation: On-line Synchronous Classes	20 %	20 %	20 %
Participation: Discussion Thread	20 %	20 %	20 %
Cultural Awareness Project: Individual Encounter & Synthesis	40 %	----	----
Reflection Paper: Ministry with Indigenous peoples	20 %	20 %	40 %
Reflection Paper: Ministry with the African Diaspora	----	20 %	20 %
Reflection Paper: Ministry with Refugees	----	20 %	----

#### 6.1. Online Learning Activities

##### 6.1.1. Asynchronous Learning Activities May 3 to June 18, 2021

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

Students are expected to view the posted lecture during the week the topic it appears in the course schedule. It is expected that students will integrate this material in their assignments and the online discussion forums.

##### 6.1.2. Synchronous Learning Activities (Mondays) May 3 to June 17, 2021

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

Students are expected to log onto and participate in each week's scheduled synchronous learning activity.

##### 6.1.3. Discussion Forums (All Students) May 3 to June 18, 2021

Intended pedagogical outcomes: i) Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being).

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:

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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).

- 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

#### *Grading Rubric:*

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

#### 6.2.2.1. MTS/MDiv students: Counselling and Spiritual Care Specialization (one reflection paper)

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 you may be perceived by indigenous peoples. DUE: May 21, 2021

#### 6.2.2.2. MTS/MDiv students: Pastoral Studies Specialization (three reflection papers)

Students in the Pastoral Studies Specialization are expected to read the Bradford & Horton text in its entirety and write a 2000 word (8 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 you may be perceived by indigenous people. DUE: May 21, 2021

Students in the Pastoral Studies Specialization are expected to read the Lindsay text in its entirety and write a 2000 word (8 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. DUE: June 4, 2021

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Students in the Pastoral Studies Specialization are expected to read the Annan text in its entirety and write a 2000 word (8 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. DUE: June 18, 2021

#### 6.2.2.3. MTS/MDiv students: Christian Worldview Specialization

Students in the Christian Worldview Specialization are expected to read the Lindsay text in its entirety and write a 1500 word (6 page) reflecting on the relevance of this text for the practice of congregational ministry within the Canadian context. CW students will need to highlight the ways in which western religious values have contributed to the experience of racialization. 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.

Students in the Christian Worldview Specialization are expected to read the Andraos and Bradford & Horton texts in their entirety and write a 5000 word (20 page) essay that reflects on key themes that arise in these books and reflects theologically on these themes. CW students will need to highlight the ways in which western religious values have contributed to the racialization of indigenous peoples. 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 paper the possible effect(s) of your social location on your analysis.

#### 6.2.3. Cultural Awareness Project

MTS/MDiv students: Counselling and Spiritual Care specialization Due: June 30, 2021

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

Telephone: (905) 525-9140 ext. 23142

c/o Research Office for Administration, Development & Support (ROADS)

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:**

##### Recruitment

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- All student work will reflect ethical practice in working with individuals.
- Students will view the on-line lecture on Ethical Practice in Ethnographic Interviewing (May 4–7, 2021) and participate in the synchronous class “Ethical Inter-cultural Engagement” (May 10, 2021) before working on this assignment.
- If the study takes place prior to the COVID-19 restrictions relating to in-person research being lifted by McMaster University, prospective participants will be recruited using 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, 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.
- Students will respect the wishes of any individual who decides to not participate in the interview.
- The prospective interviewee is to be provided with a copy of the Letter of Information, the Consent Form, and the questions they will be asked.

#### Interview Setting

- In-person interviews are not permitted for any interviews completed prior to the COVID-19 restrictions relating to in-person research having been lifted by McMaster University.
- The interview is to be conducted by telephone or a secure video conferencing 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/>)

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- 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 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 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 decides to terminate the interview or informs them that the interviewee(s) wishes to withdraw from this assignment.

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

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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.

**Length:** max. 4000 words (approx. 16 pages, double spaced). This word count includes footnotes and bibliography.

**Grading:**

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

## 7. Course Administration

### Instructor Availability:

Throughout the course, Dr. Mutter will be available via email and via the discussion forums on Avenue to Learn. Students desiring a personal conversation with Dr. Mutter are asked to contact him at [mutterk@mcmaster.ca](mailto:mutterk@mcmaster.ca).

### Interpersonal Interactions:

#### General:

- Please respect the individual autonomy of fellow students. This includes respecting each other's right to privacy and confidentiality, e.g., not communicating personal information that may be shared by another student, not including another student's personal information in any written notes, and not creating either an audio or video record of any online interactions.
- Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Online Interaction: Students are encouraged to...

- Invite interaction through posting shorter comments and by asking questions.
- Remember we all have limited time; please respect everyone's time by posting short comments.

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- Refrain from sharing personal information, remember this is an open forum. No one from this site will ever ask for personal information such as an email address or password.
- Refrain from typing in all capital letters as this may be perceived as yelling.
- Refrain from flaming, i.e., do not use these discussions forums to verbally express anger, displeasure, or other hostility towards others.

Synchronous Interaction Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.

#### Written Work:

##### 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 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).

##### College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the McMaster Divinity College Style Guide for Essays and Theses, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

##### Length:

Students are expected to adhere to the assignment page / 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.

##### Submission of Written Work:

Except for the Online Discussion, 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. PDF files are not acceptable as it this format makes it difficult to provide meaningful comments and feedback on the assignment.

##### Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2021 without written permission from the Office of the MDC Registrar.

*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.*

Statement on 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 McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g., online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

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*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> 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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