



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).

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

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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

2. Reading

Bookstore: Texts may be purchased from the new *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. It will be opening September 8th by appointment only due to new Covid19 safety measures. For orders in advance: Free shipping is offered to students.

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

2.1. Required Texts

2.1.1. *MTS/MDiv students: Counselling and Spiritual Care 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." *Professional Psychology: Research and Practice*, 50(3) (June 2019), 176-183.

Bradford, Tolly and Chelsea Horton (eds.) *Mixed Blessings: Indigenous Encounters with Christianity in Canada*. Vancouver, BC: UBC Press, 2016.

Brown, Jacob. "The Question Cube," *Journal of Marriage and Family Therapy* 23:1 (1997), 27-40.

Cardemil, Esteban V and Cynthia L. Battle. "Guess Who's Coming to Therapy? Getting Comfortable with Conversations about Race and Ethnicity in Psychotherapy." *Professional Psychology: Research and Practice*, 34(3) (Jun 2003), 278–286. (Availability: Mills Library *PsychInfo* database)

Epston, David. "Ethnography, Co-research and Insider Knowledges." *Australian and New Zealand Journal of Family Therapy*, 35 (2014), 105–109. (Availability: Mills Library *Scholars Portal Journals* database)

Joyce, Lisa and Pranee Liamputtong. "Acculturation Stress and Social Support for Young Refugees in Regional Areas." *Children and Youth Services Review*, 77 (2017) 18–26.

Miao, Sheena W. et al. "Spillover of Stress to Chinese Canadian Immigrants' Parenting: Impact of Acculturation and Parent–Child Stressors." *Asian American Journal of Psychology*, 9(3) (2018), 190–199.

Munz, Dietrich, and Nikolaus Melcop. "The psychotherapeutic care of refugees in Europe: treatment needs, delivery reality and recommendations for action." *European Journal of Psychotraumatology*, 9(1) (January 2018)

Mutter, Kelvin F. "Working with Spiritual, Religious and Cultural Diversity." In Mohammed Taher (ed.), *Multifaith Perspectives in Canadian Spiritual & Religious Care*, p. 383–391. North York, ON: Canadian Multifaith Federation, 2020. (posted to A2L)

Paniagua, Freddy A. *Assessing and Treating Culturally Diverse Clients: A Practical Guide*, 4th Edition. Los Angeles: Sage, 2014.

2.1.2. *MTS/MDiv students: Pastoral Studies Specialization*

Annan, Kent. *You Welcomed Me: Loving Refugees and Immigrants Because God First Loved Us*. Downers Grove, IL: Intervarsity, 2018.

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

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Brown, Jacob. "The Question Cube," *Journal of Marriage and Family Therapy* 23:1 (1997), 27-40.

Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research in Ministry." *Religious Education*, 91(3) (Summer 1996), p. 299–315. (Availability: Mills Library *AtlaSerials* database)

Lindsay, Ben. *We Need to Talk About Race*. London, UK: SPCK, 2019.

Mutter, Kelvin F. "Working with Spiritual, Religious and Cultural Diversity." In Mohammed Taher (ed.), *Multifaith Perspectives in Canadian Spiritual & Religious Care*, p. 383–391. North York, ON: Canadian Multifaith Federation, 2020. (posted to A2L)

2.1.3.MTS/MDiv students: Christian Worldview Specialization

Bradford, Tolly and Chelsea Horton (eds.) *Mixed Blessings: Indigenous Encounters with Christianity in Canada*. Vancouver, BC: UBC Press, 2016.

Brown, Jacob. "The Question Cube," *Journal of Marriage and Family Therapy* 23:1 (1997), 27-40.

Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research in Ministry." *Religious Education*, 91(3) (Summer 1996), p299–315. (Availability: Mills Library *AtlaSerials* database)

Lindsay, Ben. *We Need to Talk About Race*. London, UK: SPCK, 2019.

Mutter, Kelvin F. "Working with Spiritual, Religious and Cultural Diversity." In Mohammed Taher (ed.), *Multifaith Perspectives in Canadian Spiritual & Religious Care*, p. 383–391. North York, ON: Canadian Multifaith Federation, 2020. (posted to A2L)

2.1.4.DPT/MA/PhD students

Andraos, Michel (ed.). *The Church and Indigenous Peoples in the Americas*. Eugene, OR: Cascade Books, 2019.

Bradford, Tolly and Chelsea Horton (eds.) *Mixed Blessings: Indigenous Encounters with Christianity in Canada*. Vancouver, BC: UBC Press, 2016.

Brown, Jacob. "The Question Cube," *Journal of Marriage and Family Therapy* 23:1 (1997), 27-40.

Cardemil, Esteban V and Cynthia L. Battle. "Guess Who's Coming to Therapy? Getting Comfortable with Conversations about Race and Ethnicity in Psychotherapy." *Professional Psychology: Research and Practice*, 34(3) (Jun 2003), 278–286. (Availability: Mills Library *PsychInfo* database)

Crain, Margaret Ann and Jack L. Seymour. "The Ethnographer as Minister: Ethnographic Research In Ministry." *Religious Education*, 91(3) (Summer 1996), p299–315.

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

Lindsay, Ben. *We Need to Talk About Race*. London, UK: SPCK, 2019.

Mutter, Kelvin F. "Working with Spiritual, Religious and Cultural Diversity." In Mohammed Taher (ed.),

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

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2.2. Recommended Resources

- American Psychiatric Association. *Cultural Formulation Interview* (CFI). [available on A2L]
- American Psychological Association. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Washington, DC: American Psychological Association, 2017. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Andraos, Michel (ed.). *The Church and Indigenous Peoples in the Americas*. Eugene, OR: Cascade Books, 2019.
- Care and Counsel International. *The Cape Town Declaration on Care and Counsel as Mission*. Online: <http://careandcounsel.org/declaration.php>
- Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd Edition. London and Philadelphia: Jessica Kingsley Publ., 2003.
- Pedersen, Paul B., and Allen Ivey. *Culture-Centered Counseling and Interviewing Skills: A Practical Guide*. Westport, CT: Praeger, 1993.
- World Health Organization. *Mental Health Action Plan 2013-2020*. [available on A2L]

3. Course Objectives

3.1. Counselling and Spiritual Care (CS) Specialization

Note: *These learning objectives are co-ordinated with the expected competencies for CASC/ACSS certified chaplains and pastoral counsellors and the College of Registered Psychotherapists of Ontario (CRPO).*

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

- To recognize and describe the function of the basic helping skills when counselling those who are culturally different.
- To learn a basic framework for counseling individuals who are culturally different.
- To become aware of how people from other cultural communities experience the dominant culture.

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 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.

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3.2. Pastoral Studies (PS) Specialization

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

- To recognize and describe the function of the basic helping skills when counselling those who are culturally different.
- To identify and understand how those who are culturally different experience and perceive Western Christianity.
- To become aware of what the practice of hospitality might look like when ministering with individuals who belong to a cultural community other than the dominant culture of the congregation.

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.

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.

3.3. Christian Worldview (CW) Specialization

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

- To identify and understand how those who are culturally different experience and perceive Western Christianity.
- To develop a theological framework for understanding, respecting, and working with individuals and groups who are culturally different.

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).

Doing

- To demonstrate an ability to respectfully engage the experiences, values, etc. of someone who belongs to a culture other than their own.
- To demonstrate an ability to reflect critically and theologically on how individuals with a non-European heritage have experienced Western European Christianity.

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

3.4. Advanced & Research Degree Students (DPT, MA, PhD)

Advanced & Research Degree students are encouraged to develop their own learning objectives. In addition to the learning objectives set by the student, it is anticipated that they will achieve the following objectives through required and optional reading, lectures, class discussion and exercises, and the completion of assignments.

NOTE: DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

Knowing

- To understand the skills required to work in a cross-cultural or multicultural work environment.
- To develop an understanding of the values and assumptions that inform the literature on cross-cultural or multicultural engagement.
- To identify and understand how those who are culturally different experience and perceive Western Christianity.
- To become aware of what the practice of hospitality might look like when ministering with individuals who belong to a cultural community other than the dominant culture of the congregation.

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).

Doing

- To demonstrate an ability to respectfully engage the experiences, values, etc. of someone who belongs to a culture other than their own.
- To demonstrate an ability to reflect critically and theologically on how individuals with a non-European heritage have experienced Western European Christianity.

4. Professor:

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

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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

5. Schedule

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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

Day	Activity
June 7 (Monday) 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"> • Online instructional videos (A2L): Acculturation • Required Reading: Joyce & Liamputtong article, Miao, et al. article (CS); Annan, chs 5–7, Appendix (PS, CW, DPT, MA, PhD). • Assignments: (All) Discussion Forum #6;
June 14 (Monday) 1:00 to 3:00 pm	Synchronous Activity (WebEx): Case study and discussion
June 15–18, 2021	Asynchronous Activities: <ul style="list-style-type: none"> • Assignments: (All) 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"> • CS Students: Cultural Awareness paper • PS & CW Students: Reflection Paper: Ministry with Indigenous peoples • DPT, MA, PhD: Major Essay

6. Course Requirements

Assignments	Professional Degree (MTS/MDiv)			DPT	MA, PhD
	Counselling & Spiritual Care	Pastoral Studies	Christian Worldview		
Participation: <i>On-line Synchronous Classes</i>	20 %	15 %	20 %	----	----
Participation: <i>Discussion Thread</i>	20 %	15 %	20 %	10 %	10 %
Cultural Awareness Project: <i>Individual Encounter & Synthesis</i>	40 %	----	----	----	----
Reflection Paper: Ministry with Indigenous peoples	20 %	30 %	40 %	----	----
Reflection Paper: Ministry with the African Diaspora	----	20 %	20 %	----	----
Reflection Paper: Ministry with Refugees	----	20 %	----	----	----
Annotated Bibliography (DPT, MA, PhD)	----	----	----	25 %	45 %
Reflection Assignment (DPT)	----	----	----	25 %	----
Major Essay (DPT, MA, PhD)	----	----	----	40 %	45 %

7. Learning Activities

7.1. Online Learning Activities

7.1.1. Asynchronous Learning Activities

May 3 to June 11, 2021

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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

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

7.1.2. Synchronous Learning Activities **May 3 to June 11, 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.

7.1.3. Discussion Forums (All Students) **May 3 to June 11, 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 they are assigned. 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.

7.2. Independent Learning

7.2.1. Reading (please make note of the assignments that apply specifically to your specialization)

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

7.2.1.1. MTS/MDiv students: Counselling and Spiritual Care Specialization

- Students in the *Counselling and Spiritual Care Specialization* are expected to read the assigned articles.
- 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 7.2.2.).
- 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***

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

7.2.1.2. MTS/MDiv students: Pastoral Studies Specialization

NOTE: Instead of a major paper, students in the Pastoral Studies specialization are required to write three reflection papers, one for each of the major texts, in which the student draws on the reading

- Students in the **Pastoral Studies Specialization** are expected to read the assigned articles.
- Students in the **Pastoral Studies Specialization** are expected to read the Lindsay text in its entirety and write a 1500 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.
- Students in the **Pastoral Studies Specialization** are expected to read the Annan text in its entirety and write a 1500 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.
- Students in the **Pastoral Studies Specialization** are expected to read the Bradford & Horton text in its entirety and write a 3000 word (12 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.

7.2.1.3. MTS/MDiv students: Christian Worldview Specialization

- Students in the **Christian Worldview Specialization** are expected to read the assigned texts and articles in their entirety.
- Students in the **Christian Worldview Specialization** are expected to read the Lindsay text in its entirety and write a 1500 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.

7.2.1.4. Annotated Bibliography (DPT)

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

Part 1: Annotated Bibliography

Due: May 22,

2021.

The student will develop an annotated bibliography (2,000 words, 8 pp) of approximately 15–20 resources (4000 pages) related to *the topic of the course* and write a 250 word annotation for each one. The required texts for the course may be included as part of the book list.

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Part 2: Reflection Assignment

Due: May 29, 2021.

The student will write a brief essay (3000 words, 12 pp) that summarizes the key learnings from the annotated bibliography and provides a cogent foundation for a theology and practice of the topic of the course.

7.2.1.5. Annotated Bibliography (MA, PhD)

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

NOTE: The rationale for the topic and a suggested reading list for this topic must be approved by the professor no later than May 15, 2021.

Students in the MA/PhD programs will read both the core textbooks *and* an additional 4000 pages (e.g., 15–20 texts) on a subject of interest that is also related to *the topic the course*. Students will write a 250 word annotation for each book they read.

7.2.2. Cultural Awareness Project - MTS/MDiv students: Counselling and Spiritual Care specialization

An application has been made to the McMaster Research Ethics Board (MREB) for review and approval of this assignment.

The purpose of this assignment is to develop an understanding of the cultural factors that have shaped that 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).

Instructions:

- 1) This project must be completed during the semester. The student may not report on any previous cultural experiences for this assignment.
- 2) The student must read at least 250 pp. drawn from the **recent academic literature** (i.e., journal articles dated 2010 or later) related to the multicultural counselling and/or their cultural community of the individual they interview. 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.
- 3) The student will use the assigned interview template to an individual who is a member of a cultural group of interest that is not their primary cultural community. If at all possible, it is recommended that the interviewee be someone who has recently arrived (e.g., within the last three years) nor someone who has been in Canada for over eight 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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

whether the individual they wish to interview may be excluded from this project, they must speak with the professor before proceeding.

4) The student will conduct an in-depth, 1-hour interview with an individual. 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 connecting with 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).

- 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 in all stages of this assignment.
- Students will use the questions provided by the professor to structure their interviews.
- Students will respect the wishes of any individual who decides to not participate in the interview.
- Students will respect the wishes of any individual decides to terminate the interview or informs the student that the interviewee(s) 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.

5) Once the interview is completed, the student will write a paper that incorporates what they have learned from the interviewee as well as their reading (Paper length: students-4000 wds).

- 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.
- Key cultural themes (e.g., cultural influences, processes, values, etc.) that emerge from the interview.
- An integration of what they learned about this culture through their literature search (i.e., integrate external source material) with material from the interview.
- Students *also* expected to include (i) a verbatim transcript of no fewer than five (5) and no more than (8) interactions between themselves and the interviewee, and (ii) a reflection on what this experience has taught them about interviewing someone from another cultural community.
- A brief reflection as to how these assignments have impacted them as persons.
- Students are also expected to reflect on how the three parts of this assignment might shape

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

their ministry or professional practice.

Grading:

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

7.2.3. Academic Essays (not all specializations are required to write an academic essay)

7.2.3.1. MTS/MDiv students: Christian Worldview Specialization

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

Students in the ***Christian Worldview Specialization*** are expected to read both the Andraos and Lartey 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. Please ensure that the introduction to your paper includes a sentence that provides your social location: e.g., “I am a Metis female who attends a Four-Square Gospel church.” Also, indicate in your paper the possible effect(s) of your social location on your analysis.

Grading:

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

7.2.3.2. DPT Major Essay

Due:

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

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

Grading:

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

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7.2.3.3. Major Essay (MA, PhD)
2020

Due: Dec 2,

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

MA, PhD students will write a 40-page research paper on a theme approved by Dr. Mutter related to the practice of pastoral counselling, psychospiritual counselling, or Christian counselling and which is relevant to student's research interest. The paper should critically engage the relevant counselling literature. In addition to the use of monographs, the essay should be supported by peer-reviewed journal articles relevant to the core argument.

Grading:

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

8. 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

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MS3XB3 Cross-Cultural Counselling (Spring 2021)

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

9. Select Bibliography: Multidisciplinary

- Boyd-Franklin, N. *Black Families in Therapy: Understanding the African American Experience*, 2nd Edition. New York: The Guilford Press, 2006.
- Conde-Frazier, Elizabeth. *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.
- Egan, Gerard, et al. *Skilled Helping Around the World: Addressing Diversity and Multiculturalism*. Australia: Thomson Brooks/Cole, 2006.
- Gallardo, Miguel E., et al. (Eds.). *Culturally Adaptive Counseling Skills: Demonstrations of Evidence-Based Practices*. Los Angeles: Sage, 2012.
- Hays, D. G., and B. T. Erford. *Developing Multicultural Counseling Competence: A Systems Approach* (2nd Edition). New York: Pearson, 2014.
- Jackson, Jane (Ed.). *The Routledge Handbook of Language and Intercultural Communication*. New York: Routledge, 2012.
- Knopf, Kersten (ed.). *Aboriginal Canada Revisited*. Ottawa: University of Ottawa Press, 2008.
- 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.
- Monk, Gerald, et al. *New Horizons in Multicultural Counseling*. Los Angeles, CA: Sage, 2007.
- Nardon, Luciara. *Working in a Multicultural World: A Guide to Developing Intercultural Competence*. Toronto: University of Toronto Press, 2017.
- Sue, Derald Wing, and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 6th edition. New York: John Wiley & Sons, 2013.
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