



McMaster Divinity College

MS 5XB5 Cross-Cultural Counselling: In Living Colour Spring 2021

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May 3 to June 18, 2021

Synchronous sessions for this course, when required,
are on Mondays 1-3 p.m. EST

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.

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

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2.1. Required Reading: Texts

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

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.

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.

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.

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

Epston, David. "Ethnography, Co-research and Insider Knowledges." *Australian and New Zealand Journal of Family Therapy*, 35 (2014), 105–109.

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)

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).

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- 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.

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) Mutter “Working with Spiritual, Religious and Cultural Diversity;” (DPT) Lartey chs. 6–9.
May 4–7, 2021	Asynchronous Activities: <ul style="list-style-type: none"> • Online instructional video (A2L): Ethical Practice in Ethnographic Interviewing • Required Reading: Cardemil & Battle, Crain & Seymour, and Epston articles
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"> • Online instructional videos (A2L): <ul style="list-style-type: none"> ○ Video: Essential Skills for Cross-Cultural Counselling ○ Video: Reflecting Feeling and Meaning • Required Reading: (all) Bradford & Horton chs. 7–8 • Discussion Forum #1;

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Day	Activity
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"> • Online instructional video (A2L): The Question Cube • Required Reading: (all) Brown article • Discussion Forum #2;
May 21, 2021	Assignment Due: DPT Annotated Bibliography
Monday May 24	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: Lindsay text. • Discussion Forum #3
May 28, 2021	Assignment Due: DPT Reflection Assignment
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"> • Online instructional videos (A2L): Immigration • Discussion Forum #4;
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"> • Online instructional videos (A2L): Acculturation • Discussion Forum #5
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 30, 2020	Assignment Due: DPT: Major Essay

6. Course Requirements

Assignments	Weight
Participation: Discussion Thread	10 %
Annotated Bibliography (DPT)	25 %
Reflection Assignment (DPT)	25 %
Major Essay (DPT)	40 %

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).

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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:

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)

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).

6.2.2. 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 21, 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 source. The required texts for the course may be included as part of the book list.

Part 2: Reflection Assignment Due: May 28, 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.

6.2.3. DPT Major Essay Due: June 30, 2021

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

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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 %)

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.

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.
- 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.

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- 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.

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>.

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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>
- Andraos, Michel (ed.). *The Church and Indigenous Peoples in the Americas*. Eugene, OR: Cascade Books, 2019.
- Boyd-Franklin, N. *Black Families in Therapy: Understanding the African American Experience*, 2nd Edition. New York: The Guilford Press, 2006.
- Conde-Frazier, Elizabeth, and S. Steve Kang. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker, 2004.
- Droždek, Boris, and John P. Wilson (Eds.). *Voices of Trauma: Treating Psychological Trauma across Cultures*. Boston, MA: Springer US, 2007.
- Gallardo, Miguel E., et al. (Eds.). *Culturally Adaptive Counseling Skills: Demonstrations of Evidence-Based Practices*. Los Angeles: Sage, 2012.
- Knopf, Kersten (ed.). *Aboriginal Canada Revisited*. Ottawa: University of Ottawa Press, 2008.
- Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd Edition. London and Philadelphia: Jessica Kingsley Publ., 2003.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
- Lewis, Jacqueline Janette. *The Power of Stories: A Guide for Leading Multiracial and Multicultural Congregations*. Nashville: Abingdon Press, 2008.
- Locke, Don C., and Deryl F. Bailey. *Increasing Multicultural Understanding*. Los Angeles: Sage, 2016.
- McAuliffe, Garrett (Ed.). *Culturally Alert Counseling: A Comprehensive Introduction*. Thousand Oaks: Sage Publishers, 2008.
- 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.
- 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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