



**MAC 803A SOCIAL & CULTURAL DIVERSITY IN COUNSELING  
JANUARY 1 - FEBRUARY 10  
ONLINE COURSE- WINTER 2019**

Last revised: 12/21/18

**Missio Seminary exists to produce missional Christian leaders-  
men and women who incarnate the story of Jesus with humility and authenticity and who  
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,  
and sensitivity to the needs and aspirations of postmodern culture.**

**PROFESSOR**

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Virtual Office Hours: please e-mail to set-up appointment for a telephone or zoom appointment.

**COURSE DESCRIPTION**

This course builds on a prior coursework in professional ethics and identity formation by exploring more deeply the importance of multi- and cross-cultural counseling competencies. Students will explore theories of multicultural counseling, critically engage with underlying assumptions, and develop population specific counseling interventions. The goal for all is to be prepared to provide effective and ethical care in a complex and diverse social world. 2 Credits.

**PERSONAL NOTE FROM THE PROFESSOR**

Greetings!

It is my distinct honor and privilege to be your Faculty Instructor for this online Social & Cultural Diversity in Counseling course. I have taught this course online at Messiah College and have also taught this course in a Face to Face format at West Chester University. Multicultural Counseling is a passion of mine and informs both my teaching, counseling, and research.

In essence, all counseling is multi-cultural. Some counseling crosses even greater divides, requiring counselors to understand how best to support health and healing and to avoid common problems when counseling those who are different from one's own culture and identity. We will pay close attention to differences such as power, culture, ethnicity, gender, sex, race, economics, religion, and values. Our goal as counselors is to provide competent care, recognize our own value or biases, and work to love others in all their God-given diversity.

Blessings,

Dr. Shell



## SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

## ASYNCHRONOUS LEARNING

This course will require all asynchronous learning, which means that students will work independently at their own pace within certain schedule constraints/limitations. There will be no synchronous learning experiences.

### Program Goals and Course Objectives

PROGRAM GOALS	COURSE OBJECTIVES
Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.	<ol style="list-style-type: none"> <li>1. Demonstrate advanced awareness of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.</li> <li>2. Demonstrate advanced self-awareness of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.</li> <li>3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.</li> </ol>
Students will cultivate wisdom and skill in interpersonal relationships, conflict management, and living in community.	<ol style="list-style-type: none"> <li>4. Demonstrate advanced knowledge of theories of multicultural counseling, theories of identity development, and social justice.</li> <li>5. Demonstrate advanced knowledge of individuals, couples, families, groups, and community strategies for working with and advocating for diverse populations, including multicultural competencies.</li> <li>6. Demonstrate advanced knowledge of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.</li> <li>7. Demonstrate advanced knowledge of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.</li> <li>8. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.</li> </ol>



Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.	<p>9. Develop an understanding of the multicultural implications of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.</p> <p>10. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment referral, and prevention of mental and emotional disorders.</p>
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### COURSE ASSESSMENTS AND HOMEWORK HOURS

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Readings, Podcasts, & Webinars (see course schedule/weekly assignments)	1-10	20%	18
Journal Entries	1-7	10%	8
Immersion Proposal	1-10	10%	4
Cultural Autobiography	1-7	20%	6
Immersion Paper & Powerpoint	1-10	30%	15
Discussion Forum Posts	1-10	10%	6
Total estimated time on homework		100%	57 hours

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*			
Faculty or Guest Speaker Presentation (audio, video, webinar, PowerPoint, text lectures)	1-10	Integrated w/ Assessment below	18
Faculty-facilitated discussion forums	1-10	Integrated w/ Assessment below	6
Total			24
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.			
<b>Note:</b> All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See "Completion of Course Work" below.			



## REQUIRED READING AND MATERIALS

**NOTE:** Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

### Textbooks

American Psychological Association (2009). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DD: Author.  
[https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_1?ie=UTF8&qid=1545280713&sr=8-1&keywords=apa+manual+7th+edition+2018](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1545280713&sr=8-1&keywords=apa+manual+7th+edition+2018)

Pedersen, P. B., Draguns, J.G., Lonner, W. J., Scharron-del Ria, M. R., and Trimble, J. E. (2016). *Counseling across Cultures* (7<sup>th</sup> Ed.). Thousand Oaks, CA: Sage.  
[https://www.amazon.com/s/ref=rdr\\_ext\\_aut?\\_encoding=UTF8&index=books&field-author=Paul B. Pedersen](https://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Paul+B.+Pedersen)

### Journal Articles/Websites (All Available via links or on E-Campus)

ACA Code of ethics (see E-campus or [www.counseling.org](http://www.counseling.org) for an electronic copy) and application to reparative therapies (<http://www.counseling.org/PressRoom/NewsReleases.aspx?AGuid=b68aba97-2f08-40c2-a400-0630765f72f4>)

Añez, Luis M.; Paris, Manuel Jr.; Bedregal, Luis E.; Davidson, Larry; Grilo, Carlos M. (2005). Application of cultural constructs in the care of first generation Latino clients in a community mental health setting. *Journal of Psychiatric Practice*, Vol 11(4), Jul, 2005 pp. 221-230.

Bartoli, E. and Pyati, A. (2009). Addressing clients' racism and racial prejudices in individual psychotherapy: Therapeutic considerations. *Psychotherapy Theory, Research, Practice, Training*, 46(2), 145-157. DOI: [10.1037/a0016023](https://doi.org/10.1037/a0016023)

Bernal, G., Jiménez-Chafey, M., and Rodríguez, M.M.D. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. *Professional Psychology: Research and Practice*, 40(4), 361-368. DOI: [10.1037/a0016401](https://doi.org/10.1037/a0016401)

Cardemil, E.V. and Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34(3), 278-286. DOI: [10.1037/0735-7028.34.3.278](https://doi.org/10.1037/0735-7028.34.3.278)

Chavis, A.Z. and Hill, M.S. (2008). Integrating multiple intersecting identities: A multicultural conceptualization of the power and control wheel. *Women & Therapy*, 32(1), 121-149. DOI: [10.1080/02703140802384552](https://doi.org/10.1080/02703140802384552)

Crook-Lyon, R. E., O'Grady, K. A., Smith, T. B., Jensen, D. R., Golightly, T., & Potkar, K. A. (2011). Addressing religious and spiritual diversity in graduate training and multicultural education for professional psychologists. *Psychology Of Religion And Spirituality*, doi:10.1037/  
<http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=rel-2011-28150-001&athens.asp&site=ehost-live&scope=site>

Lee, C.C. (2008). Elements of culturally competent counseling. *Professional Counseling Digest*, ACAPCD-24.



- Lyons, H. Z., Bieschke, K. J., Dendy, A. K., Worthington, R. L., & Georgemiller, R. (2010). Psychologists' competence to treat lesbian, gay and bisexual clients: State of the field and strategies for improvement. *Professional Psychology: Research And Practice, 41*(5), 424-434.
- Sue, D., Rivera, D. P., Capodilupo, C. M., Lin, A. I., & Torino, G. C. (2010). Racial dialogues and White trainee fears: Implications for education and training. *Cultural Diversity and Ethnic Minority Psychology, 16*(2), 206-214. <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=cdp-16-2-206&athens.asp&site=ehost-live&scope=site>
- Tan, E. N., & Yarhouse, M. A. (2010). Facilitating congruence between religious beliefs and sexual identity with mindfulness. *Psychotherapy: Theory, Research, Practice, Training, 47*(4), 500-511. DOI:10.1037/a0022081 <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=pst-47-4-500&athens.asp&site=ehost-live&scope=site>
- Vargas, H.L. and Wilson, C.M. (2011). Managing worldview influences: Self-awareness and self-supervision in a cross-cultural therapeutic relationship. *Journal of Family Psychotherapy, 22*, 97-113. DOI: [10.1080/08975353.2011.577684](http://dx.doi.org/10.1080/08975353.2011.577684)

**NOTE:** Additional readings may be placed on electronic reserve during the course of the term either on E-Campus, the Library's electronic reserve, or emailed directly to each student.

## RECOMMENDED MATERIALS

- Cashwell, C. S., & Young, J. S. (2011). *Integrating spirituality and religion into counseling: A guide to competent practice* (2<sup>nd</sup> Ed.). Alexandria, VA: American Counseling Association.
- Elmer, Duane. (2007). *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Westmont, IL: InterVarsity Press.
- Helms, J.E. (2008). *A Race is a Nice Thing to Have: A Guide to being a White Person or Understanding the White Persons in Your Life* (2nd ed.). Hanover, MA: Microtraining Associates, Inc.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Morgan, O. J. (Ed.) (2007). *Counseling and spirituality: Views from the profession*. Boston, MA: Wadsworth Cengage Learning.
- Ponterotto, J. G., Casas, J. M., Suzuki, L., & Alexander, C. M. (2010). *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Sue, D. W., Arrendondo, P., & McDavis, R. J., (1992). Multicultural counseling competencies and standards: A call to the profession. *Counseling and Development, 70*, 64-88.
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology, 15*, 183-190. doi: 10.1177/0011000008319986



## COURSE PROCEDURES AND REQUIREMENTS

### Attendance Policy and Grades

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

### Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on BTS' website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

### Policies and Procedures

Please submit all assignment on e-campus in the appropriate places. Any discussion forum posting completed beyond the due date will result in an automatic 5 point per day grade deduction and **will earn NO CREDIT past Sunday night of that week's course session** unless permission is granted directly from the professor prior to the due date.

### ASSESSMENT PROCEDURES

Each student will be evaluated and graded on successful completion of assignments, class participation, and online attendance. All written assignments are evaluated based on content, grammar, organization, and timely submission.

*\*\* All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (6th ed.) (follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication).\*\**

Evaluation of written assignments will be based on content, grammar, organization, timely submission, adherence to the APA and other criteria established by the instructor. All papers are to be typewritten, double-spaced and use 1-inch margins, page numbers, and 12-point font. Written assignments must reflect graduate level skill in writing, including appropriate organization with use of topic sentences, and appropriate spelling, punctuation, and grammar.

“A”: Students demonstrate clear and comprehensive understanding of the topic (s); offer a well-written and organized paper; offer evidence for their positions; critically think about the material they draw from sources.



“B”): Students demonstrate some understanding of the topic (s) presented; made effort at analyzing and evaluating the topic (s) and their source materials.

“C”): Students demonstrate understanding of the topic (s) presented, but merely report information, rather than thinking critically about it, evaluating it, or offering evidence for their positions.

“D” or “F”): Paper is inadequate for graduate work. Please meet with instructor to discuss needed improvements and how they might be made.

Students may be required to re-submit written assignments that contain several typographical, grammatical, structural, and/or organizational errors. It is the responsibility of the student to maintain academic integrity with regard to assignments. Cheating, plagiarism, and knowingly assisting others students to violate any of the above are all considered to be violations of academic integrity. You are responsible for following the academic integrity policy as presented in this course syllabus and in the Biblical Theological Seminary (soon to be Missio Seminary) Academic Catalog. The penalty for plagiarism is the grade of “0” and may result in further disciplinary action. Grades will be based on quality completion of all work. A grade of “A” represents an exceptionally high understanding and demonstration of course concepts as well as good participation in class activities. A grade of “B” represents a solid understanding and demonstration of course concepts, as well as good participation class activities. A grade of “C” represents a minimal understanding and demonstration of course concepts, in which case, you may be required to repeat the class. A grade of “D” or “F” is not a passing grade.

Assignments are due on the dates listed in the course outline. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

## ASSIGNMENT DESCRIPTIONS AND GRADING (ALL STUDENTS)

### 1. Journal Entries

A total of 6 entries (see **Weekly Outline** on e-campus for specific dates). Each journal entry should integrate the main points of reading assignments, narrated weekly slides, and list and reflect on your observations of yourself as you engage with course materials and your classmates. Each journal entry should be 750-1,000 words. Each journal entry will be graded in the following way:

- A – significant depth and complexity of engagement
- B – surface level reflections, go deeper
- C – marginal completion/engagement
- D/F – very poor engagement or not completed

### 2. Discussion Forums

Check the **Weekly Outline** document on e-campus for the specific dates for each discussion forum. Follow the guidelines, instructions, and expectations for each discussion forum, which can be found in the forum itself. Initial posts (300-500 words) are required by Thursday before midnight. Response posts (150-200 words) are required by Sunday before midnight.

**Rubric for evaluating Discussion Board Posts** (based on Netiquette and Guidelines for Quality Discussion Posts)

Posts can earn up to 100 points.

	Excellent	Satisfactory	Fair	Poor
Concise, clear, main point stated early in post, helped readers “see” your ideas	25 points	15 points	10 points	5 points
All quotes, references, and sources cited	25 points	15 points	10 points	5 points



Met criteria for substantive post by advancing an idea, opinion, point of view, etc.	25 points	15 points	10 points	5 points
Met criteria for substantive post by reflecting on meaning, analysis, elaboration, application, synthesis, and/or evaluation.	25 points	15 points	10 points	5 points
Consistent and accurate use of netiquette, correct spelling, etc.	0	-5 points	-10 points	-15 points

### 3. Readings

Graduate students are expected to complete all readings. Comprehension and integration of readings will be assessed in all assignments. By the final date of the course (2/10/19), however, you will be asked to attest to the percentage of readings completed.

### 4. Cultural Autobiography

See Appendix A for details and instructions. **This assignment is worth up to 100 points.**

### 5. Immersion Experience Proposal

This is your chance to delve more deeply into a culture of your choice. This culture can be defined more broadly than the four major ethnic groups (e.g. at-risk youth, inner-city singly parent families, Middle Eastern college students, Hindu adherents, etc.) yet the cultural group you choose must be a recognized cultural group. This is a large project and is divided into several major sections to help you to plan, prepare, and stay on track with your project. See Appendix B & C for instructions on preparing a proposal for your experience. You must have approval from the instructor before beginning the experience. **This assignment is worth up to 20 points.**

### 6. Immersion Paper/Project/Presentation

See Appendix D for detailed instructions. The body of paper should be 10-12 double-spaced pages, no more, and must follow APA 6<sup>th</sup> edition style and format (include a cover sheet, and references, but no abstract is required). Outside sources and the dialogue must be cited in the reference section of paper. The presentations must be posted in the Forum for all students to read through and make comments on. You are encouraged to be creative with pictures, music, art, clothing, Power Point, or any appropriate medium that will help you share your cultural experience with your fellow students. **The paper/project/presentation is worth up to 300 points.**

## THIRD CREDIT OPTION (Students registering for additional 1 credit)

For those of you who are interested in taking this course for 3 credits (generally because your state licensing board requires 3 credits), there are additional assignments that must be completed by the conclusion of the course.

### Required Reading and Materials

Tatum, B. D. (2017). *Why Are All The Black Kids Sitting Together in the Cafeteria?* (twentieth anniversary edition). New York, NY: Basic Books. [https://www.amazon.com/Black-Kids-Sitting-Together-Cafeteria/dp/0465060684/ref=sr\\_1\\_1?ie=UTF8&qid=1545293390&sr=81&keywords=why+are+all+the+black+kids+sitting+together+in+the+cafeteria+tatum#reader\\_0465060684](https://www.amazon.com/Black-Kids-Sitting-Together-Cafeteria/dp/0465060684/ref=sr_1_1?ie=UTF8&qid=1545293390&sr=81&keywords=why+are+all+the+black+kids+sitting+together+in+the+cafeteria+tatum#reader_0465060684)

1. **Posts:** During the course of reading this book, students will write 3 Journal **entries due 1/13 (Parts I & II), 1/20 (Parts III & IV) and 1/27 (Part V)**, indicating what he or she is learning, discovering, or struggling with, as he or she engages with the book and paper questions (*see below #2*). Journal entries should be e-mailed to the professor.
2. **Paper:** Students will write one 4-5 page paper (double-spaced) that addresses the concept of racial cultural identity development. Students should refer to specific theories, concepts, and examples from *Why are all*



*the Black kids sitting together in the cafeteria.* What are the main influences on racial/ethnic identity formation in the context of this book? What application in regards to racial cultural identity development and cross-racial dialogue might you make to the counseling context regarding yourself as a counselor, and with your counselees? **Final Paper is due 2/10**

**COURSE SCHEDULE- ALL POWERPOINT LECTURES WILL BY UPLOADED BY MONDAY AT NOON.  
ALL ASSIGNMENTS AND READINGS MUST BE COMPLETE BY SUNDAY AT 11:59PM.**

DATE		DURING THE WEEK
1/1-1/6	Essential Components of Cross-Cultural Counseling	Read/Listen to Powerpoint Lecture Read chapters 1-4 Read ACA Code of Ethics Read Bernal et. al journal article Read Lee journal article <b>Post by Th 1/3 and Respond by Sunday 1/6 to Forum Week 1</b> <b>Write Journal Entry Week 1 due 1/6</b> <b>Start working on Immersion Proposal</b>
1/7-1/13	Ethnocultural Contexts and Cross-Cultural Counseling	Read/Listen to Powerpoint Lecture Read chapters 5-9 Read Anez et. al journal article Read Cardemil and Battle journal article <b>Post by Th 1/10 , and Respond by Sun 1/13 to Forum Week 2</b> <b>Write Journal Entry Week 2- due 1/13</b> <b>Immersion Proposal due 1/13</b> <b>Start working on Autobiography</b>



1/14-1/20	Counseling Issues in Broadly Defined Cultural Categories	Read/Listen to Powerpoint Lecture Read chapters 10-13 Read Chavez and Hill journal articles Read Lyons et. al journal article <b>Post by Th 1/17, and Respond by Sun 1/20 to Forum Week 3</b> <b>Write Journal entry Week 3- due 1/20</b> <b>Autobiography due 1-20</b>
1/21-1/27	Counseling Individuals in Transitional, Traumatic, or Emergent Situations	Read/Listen to Powerpoint Lecture Read chapters 14-18 Read Bartoli and Pyatti journal article <b>Post by Th 1/24, and Respond by Sun 1/27 to Forum Week 4</b> <b>Write Journal entry Week 3- due 1/20</b> <b>Start working on Cultural Immersion Paper</b>
1/28-2/3	Professional Counseling in a Selection of Culture-Mediated Human Conditions and Circumstances	Read/Listen to Powerpoint Lecture Read chapters 19-24 Read Crook et. al. journal article Read Tan & Yarhouse journal article <b>Post by Th 1/23, and Respond by Sun 2/3 to Forum Week 5</b> <b>Write Journal entry Week 5- due 2/3</b> <b>Start working on Cultural Immersion Powerpoint</b>
2/4-2/10	Bringing it all Together	Listen to Video Lecture Read Vargas and Wilson Journal articles <b>Post by Th 2/7, and Respond by Sun 2/10 to Forum Week 6</b> <b>Write Journal entry Week 5- due 2/3</b> <b>Submit Cultural Immersion Project Paper (upload to assignment tab) &amp; Powerpoint (post to the Forum Discussion)- due 2/10</b> <b>Complete Reading Percentage in E-Campus</b>

## STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.



3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email [helpdesk@biblical.edu](mailto:helpdesk@biblical.edu) and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** BTS recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

## GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

BIBLICAL SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing



## Appendix A

### **Cultural Autobiography**

The cultural autobiography is an analysis of how you came to be who you are. Before we can fully understand others (especially our clients) as cultural beings, it is important to understand ourselves. As you reflect, consider what attitudes and beliefs about the world around us have influenced who you are. You should describe how your demographic location (ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc.) interacted with your social, cultural and geographic location (those people and places around you) to help shape your identity. The autobiography is not meant to be a chronological report of the major events in your life, but should highlight the major themes in your life that have determined who you are and how you self identify ethnically and racially. This project asks you to consider your ethnic, racial, gender, and socioeconomic experiences, including your religious, spiritual, and cultural values. Describe the impact of these factors on your values/worldview and counseling styles. Include specific life experiences that you consider relevant. This 4-5 page (no longer) paper must be written APA style including a title page, double-spaced, and no abstract.

Some important questions to consider:

- Was there a time when you were unconscious of your cultural self/identities?
- When, why, and how did you first become aware of them?
- When did you first become aware of being different from those around you?



- What supports did you have in the struggle to come to grips with your identity?
- Are certain aspects of your demographics more influential in your life than others? How do your life experiences and worldview affect/influence your counseling?

These are only a few of the aspects you should examine in order to write your story with accuracy and conviction. Though you should not feel tied to these questions, it would be hard to write an ethnic autobiography without considering at least some of them. Below are some questions that can help you glean the information you will need to write the paper:

- Family structure and relationships, role of parents, grandparents, and other extended family members (your cultural genogram may help you here)
- Nationalities of yourself, parents, and grandparents
- Rituals of family life, both daily and on special occasions
- Environment where you grew up, including the home and physical surroundings
- Friends—gender, ages, for how long, around what activities
- Individuals and/or institutions (i.e. church, college, Girl Scouts, etc.) which have had a strong influence on you
- Mobility, both social and economic—both you and your family's
- Education—where, how long, principle influences
- Spirituality—how does your relationship with God interact with your life story?
- Other relevant aspects of your life and influences upon it



## Appendix B

### Immersion Project Proposal

*Immersion Project Proposal: Your 2-3 page proposal must contain the following sections:*

1. Identification and Description of Population: *This section must clearly identify the population you will be studying, how this population is culturally different from you, and what your perceptions of this group are at this point in life. The description of differences should include both the obvious (visible differences, age, race, sex, etc.) and the not so obvious (religious beliefs, sexual orientation, etc.). Please state all the differences you can identify—the instructor should not have to presume anything. Your perceptions of this group should include information such as what you were told about this group as you were growing up, any beliefs/perceptions/assumptions you have about this group, what your sources of information about this group have been in the past, and why you have an interest in this group.* In this section, you must make a case for how this person is different from you culturally and why this experience will be challenging for you. Note: A population that is not a U. S. recognized cultural group is not an acceptable group to study (e.g., alcoholics, feminists, sex offenders, etc.).
2. A strong proposal will take into account more than one major difference between yourself and the population you are interested in studying. For example, if you are White American student interested in working with the Amish who are mostly White American and assuming you grew up Mennonite, I would be interested in seeing another observable difference such as racial difference or differences in socioeconomic status (e.g., someone classified as living in poverty). A less successful proposal would only consider gender differences or age. Keep in mind, this project is meant to challenge you beyond your comfort zone.
3. Observation: You will need to do an observational activity of the group you have chosen to study. Examples of observational activities are: attend a lecture that focuses on this group or issues related to this group, attend a church service, take a tour of this group's community (observe their homes, recreational facilities, etc.), attend a festival, attend a play, tour an exhibit, etc. *For this section of your proposal, you must identify the observational activity you will attend and the date you will attend it.* (If you are having trouble finding an observational activity, it may be helpful to contact a group related to this population and gather information about their upcoming activities.) *Please note: You are required to do this experience without inviting along a member of your family or regular social group.*
4. Personal Dialogue: You will need to gather information about the lived experience of a person from your selected cultural population. You will gather this information through a dialogue with someone from your selected cultural population. This assignment is called a dialogue rather than an interview because it is not simply a one-sided gathering of information. The dialogue should be a two-sided conversation that results in the exchange of information about cultural experience. This dialogue can happen over time or in a one-time sitting, but you must decide which way you will do it for this assignment. *The person you choose with whom you will have a dialogue cannot be a family friend, acquaintance, co-worker, and/or someone who could be a potential client (e.g., if you work in a school setting, a student in your school district).* A strong proposal will involve a dialogue with someone you have never had a previous relationship with. The professor has provided a list of questions that should help to guide your dialogue (see Appendix C). This section of your proposal should specify 3 things:
  - a. How you plan to gather this information—whether you plan to gather this information over time or in a one-time setting;
  - b. The date(s) you expect to have completed the dialogue; and
  - c. How does the person you intend to dialogue with fit the characteristics of the population you are studying?



## Appendix C

### **Immersion Dialogue Questions**

The following are questions that can be used to guide your cultural dialogue. While you will want to obtain information about all of these questions, keep in mind that it should be more of a **dialogue** than an interview.

#### **Cultural Questions**

1. Describe a typical family composition within this culture (relationships among relatives).
2. What is the authority structure and the roles of family members in this culture?
3. What is the nature of male/female relationships within this culture?
4. How are the elderly perceived?
5. What are the attitudes toward marriage and family life?
6. How are children viewed in this culture? Their roles?
7. What are the common attitudes toward work and career? Is there a pattern to career choices?
8. What are the prevalent attitudes toward education?
9. What role does religion play in the culture?
10. What are the intergenerational issues of families in this culture?
11. Discuss adjustments to living in the U.S. and differences for 1<sup>st</sup>, 2<sup>nd</sup>, and subsequent generations.
12. What are the cultural strengths for coping and adjusting? In the past? In the present?
13. How are conflicts and disagreements resolved between members of the culture?
14. What other cultural groups are least & most respected? Why?
15. How do local, state, and national policies, programs and services impact this culture?
16. What thoughts, beliefs, attitudes and/or values are most important to this culture?
17. What historical dates, beliefs, attitudes are most important in this culture?
18. Are bi-ethnic, biracial, bi-religious marriages/partnerships common? How are such relationships viewed?
19. Is there another culture that they always seem to have difficulty with? What is the nature of the difficulty?
20. Are there ways this culture is discriminated against? What ways? Have they had such experiences?
21. How does this culture group define success?

#### **Questions about the individual with respect to their own culture**

1. Are you living up to your culture's expectations? How?
2. Are there cultural expectations you would rather do without?
3. What are the strengths in your culture that you would not give up?

Questions adapted, in part from: McGrath, J. A. & Axelson, P. (1993). *Assessing awareness & developing knowledge: Foundations for skills in a multicultural society*. Pacific Grove, CA: Brooks/Cole.



## Appendix D

### **Immersion Paper**

This 10-12 page (no longer) double-spaced paper will be a culmination of what you have experienced and learned throughout the time spent on this project. Because everyone's experience will be different, the content of the paper will vary for each student. However, there are two sections that should be followed in writing the paper.

1. Reflection on your Immersion Project Proposal (This section should be 2-3 pages long, no more)
  - a. What observational activity did you attend? Reflect on your experience and what insight it gave you into your selected population.
    - i. Suggested questions: Discuss some of your impressions of this culture. How do you think your cultural background "colors" or influences what you observed? What did you notice about the types of social roles between and amongst people (age, gender, etc.)? How were interactions between people organized, and what "rules" dictate the interactions? What surprised you in what you learned about this person/people group and about yourself? Is there anything from this experience you wish was part of your own culture?
  - b. How did you carry out your dialogue? Reflect on your experience and what insight it gave you into you selected population.
    - i. Suggested questions: what was your behavior like during the dialogue? How did you feel during the dialogue (nervous, comfortable, etc.)? How did the preconceived notions you identified in your proposal impact your interactions with this person? How did this dialogue impact or influence your future interactions with people from this group? How did this experience change or contribute to your growth? How were you similar or different from this person? How was what you observed different from what you experienced during your dialogue with the person from the population you are studying?
2. Reaction and Critical Analysis of your experience (This section should be 8-9 pages long)
  - a. This section of the paper should incorporate your reflections with your experiences, what you learned about the group, what you learned about yourself, (including any ways in which you need to pursue forgiveness and reconciliation because of your own past or current behaviors or prejudices), and how your perceptions of this group have changed over time. Each individual's paper will vary here because you should highlight your own experiences and insights. You should incorporate any research that you have done about counseling this population into this section of the paper.
  - b. Several areas to address in this section:
    - i. Description of the group
    - ii. Values/Belief Orientations
    - iii. Social Interactions (relationships within and between groups)



- iv. Religious/Spiritual Beliefs
- v. Roles and Expectations
- vi. Language and Communication (verbal and nonverbal)
- vii. Perceptions of the world
- viii. Methods of ensuring conformity
- ix. Methods of conflict resolution
- x. Group personality
- xi. What is most important to achieve (in a lifetime)
- xii. Unique behaviors and their meaning
- xiii. Historical events of critical importance in this cultural group
- xiv. Critical information relevant to understanding this culture
- xv. Key ideas and behaviors that would help someone relate to this culture
- xvi. How this culture is similar and/or dissimilar to your own
- xvii. What you learned about yourself through this process