



**MAC 619 MULTICULTURAL ISSUES IN MARRIAGE & FAMILY COUNSELING  
MAY 20-JUNE 24, 2019  
ONLINE- LATE SPRING 2019**

Last revised: 5/13/19

**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.**

**INSTRUCTOR**

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

**COURSE DESCRIPTION**

This course is designed to enhance individual, marriage, and family counseling within the context of a multicultural environment. It exposes students to the literature and principles of cross-cultural counseling from a multi-system perspective. Independent research on a culturally different population relevant to the student's current or anticipated counseling will be presented. Practical involvement supplements theoretical work within that particular population.

**PERSONAL NOTE FROM THE PROFESSOR**

Greetings!

It is my distinct honor and privilege to be your Faculty Instructor for this online Multicultural Issues in Marriage & Family Counseling course. Multicultural Counseling is a passion of mine and informs my teaching, counseling, and research. I have the honor and privilege of working with many individuals, couples, and families in my private practice and look forward to sharing both practical and theoretical perspectives in this online course.

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
<p>Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.</p> <p>Students will cultivate wisdom and skill in interpersonal relationships, conflict management, and living in community.</p> <p>Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.</p>	<ol style="list-style-type: none"> <li>1. Students will understand and apply fundamental principles of critical thinking, problem solving in marriage and families through reaction papers, small group discussion on human family dynamics, family patterns, roles, social functions and diversity of families. (CACREP V: F 2a-m).</li> <li>2. Students will understand the importance of the human family cycle as influenced by customs, cultural diversity, and social socioeconomic status and its implications for a broader emphasis on a multicultural society. (CACREP V: F 1a-d).</li> <li>3. Student will conduct basic research, ascertain the link between research and theory and be able to list and discuss. (CACREP V: F 3a-c).</li> <li>4. Student will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in effectively. (CACREP V: F 3a-c).</li> </ol>



## COURSE ASSESSMENTS AND HOMEWORK HOURS

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Reading	1-4	10%	50 hours
Papers- Research and Personal Reflection	1-4	40%	6 hrs
Discussion forums	1-4	20%	18 hrs
Attendance Online Activities	1-4	10%	N/A
Journals	1-4	20%	6 hours
Total estimated time on homework		100%	80 hrs total for 3 credit course

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*			
Faculty Speaker Presentation (audio, video, webinar, PowerPoint, text lectures)	1-4	Integrated w/ Assessment below	10.5
Facilitated Online Discussion Forum	1-4	Integrated w/ Assessment below	6
Total			16.5 hrs
*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.

### Texts

Eggerichs, E. (2004). *The love she most desires. Love and respect. The respect he desperately needs*. Nashville, TN: Thomas Nelson. [https://www.amazon.com/Respect-Emerson-Eggerichs-3-Feb-2012-Paperback/dp/B011T7J50I/ref=sr\\_1\\_10?crid=23HG2L3WMNS9C&keywords=love+%26+respect+by+emerson+eggerichs&qid=1557641444&s=gateway&prefix=love+%26+R%2Caps%2C149&sr=8-10](https://www.amazon.com/Respect-Emerson-Eggerichs-3-Feb-2012-Paperback/dp/B011T7J50I/ref=sr_1_10?crid=23HG2L3WMNS9C&keywords=love+%26+respect+by+emerson+eggerichs&qid=1557641444&s=gateway&prefix=love+%26+R%2Caps%2C149&sr=8-10)

Rastogi, M., & Thomas, K. V. (2008). *Multicultural Couple Therapy*. Thousand Oaks, CA: Sage. [https://www.amazon.com/Multicultural-Couple-Therapy-Mudita-Rastogi/dp/1412959594/ref=sr\\_1\\_1?crid=2AWKWML5ZJEM3&keywords=multicultural+couple+therapy&qid=1557641716&s=gateway&prefix=Multicultural+Couple+%2Caps%2C152&sr=8-1](https://www.amazon.com/Multicultural-Couple-Therapy-Mudita-Rastogi/dp/1412959594/ref=sr_1_1?crid=2AWKWML5ZJEM3&keywords=multicultural+couple+therapy&qid=1557641716&s=gateway&prefix=Multicultural+Couple+%2Caps%2C152&sr=8-1)



## Ethical Codes & Competency Web Links

2016 AMCD Competencies

<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

2014 AACC Code of Ethics

<http://aacc.net/files/AACC%20Code%20of%20Ethics%20-%20Master%20Document.pdf>

2014 ACA Code of Ethics

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

2014 NBCC Code of Ethics

<http://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>

## RECOMMENDED MATERIALS

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.) (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

McGoldrick, M. & Hardy, K. V. (Eds.). (2008) *Re-visioning family therapy: Race, culture, and gender in clinical practice*. New York, NY: Guilford Press.

## COURSE PROCEDURES AND REQUIREMENTS

### Attendance Policy and Grades

It is important to arrive on time and be actively engage in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

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 both 1) coming to class and 2) 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 Missio Theological 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

### 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 (6/30/19), however, you will be asked to attest to the percentage of readings completed.



#### 4. Cultural Engagement Research & Papers: 40% of final grade

- Research Paper due on June 16<sup>th</sup> & Personal Reflection Paper due on June 23<sup>th</sup> (20% & 20%)
- Forum Presentation on June 27<sup>th</sup>

Purpose: The purpose of this assignment is for the student to engage members of a racial/ethnic group that is different from their own and to demonstrate increased appreciation and understanding of them. It is also to challenge the student to demonstrate increasing awareness of cultural differences and to generate ideas of how they would attempt to engage the identified differences with sensitivity.

Method: Each student is expected to conduct face-to-face interviews with two individuals, couples, or families from this culture.

Below are some of the possible questions that you may explore in the interviews:

- How do they bring up their children?
- What constitutes child abuse in their culture?
- What are the parameters for socialization and character formation?
- What constitutes attaining adulthood or maturity?
- What are the traditions and process of dating and getting married?
- What rules govern their family structures, kinship patterns and social circle?
- What are their attitudes and values towards women, the sick, and the elderly?
- How do they perceive people of other cultures and vice versa?
- How do they attempt to relate to others of a different culture?
- What are their value systems and worldviews?
- What is the place of spirituality and religion in their culture?
  - How do they live out their religious beliefs in daily life?

To conduct the interviews, you may choose to intentionally interact with the cultural group by engaging them in formal and informal settings and essentially doing the assignment as described above. It is recommended that you participate in one activity that will enable you to experience the cultural group more closely (e.g., in their churches, small groups, restaurants, celebrations, festivals/events).



How you will be evaluated:

**Paper:** You will write paper describing your engagement with and your understanding of a cultural group that is different from your own. 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. In trying to understand your selected cultural group, explore how this group seems to formulate their cultural norms in the following areas:

1. View of individual personhood and character formation
2. Marriage, family, family values and legacies
3. Society, nationhood, and the world
4. View on mental health, pathology
5. View of religion; view of Christianity

(Use the above headings to help bring clarity to your paper.)

**Forum Presentation:** You are to post a power point presentation about the culture you selected and how you might engage them in ministry, counseling, or otherwise. 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.

**Personal Reflection Paper.** Each student will write an individual reflection paper (4-5 pages) describing his/her own experience in interacting with the cultural group he/she studied. The paper will cover three (3) major areas:

1. What do you know about yourself in terms of your own culture that is similar and different to the cultural group that you studied? What did you experience/learn about your stance toward the cultural group and how did the interactions influence your stance? (40%)
2. How would you attempt to bridge the cultural differences in your ministry, counseling or otherwise? Illustrate with an actual counseling case of your own or one from another source to illustrate. (40%)
3. What are the implications for your future therapeutic practice or ministry? (20%)

#### Rubric for evaluating the Research & Personal Reflection Assignments

	Excellent	Satisfactory	Poor
Completed all requirements of the assignment			
Addressed/discussed all requested items of the assignment thoroughly and thoughtfully			
Well written; grammar/spelling			
On-Time			

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

DATE	Topic	DURING THE WEEK
5/20-5/26	<i>Introduction to Multicultural Couple Therapy</i>	Read/Listen to Powerpoint Lecture Read Overview- Multicultural Couple Therapy Read Intro & chpts 1-5- Love & Respect Read ACA Code of Ethics (link provided in syllabus)  <b>Post by Th 5/23 and Respond by Sunday 5/26 to Forum Week 1</b> <b>Write Journal Entry Week 1 due 5/26</b> <b>Start thinking about Research Cultural Group</b>
5/27-6/2	INTERSECTIONS OF DIVERSITY	Read/Listen to Powerpoint Lecture Read Sections A & B- Multicultural Couple Therapy Read chpts 6-10- Love & Respect Read AACC Code of Ethics (link provided in syllabus)  <b>Post by Th 5/30, and Respond by Sun 6/2 to Forum Week 2</b> <b>Write Journal Entry Week 2- due 6/2</b> <b>Start working on Research Paper</b>
6/3-6/9	INTERSECTIONS OF DIVERSITY	Read/Listen to Powerpoint Lecture Read Section C- Multicultural Couple Therapy Read chpts 11-15- Love & Respect Read NBCC Code of Ethics (link provided in syllabus)  <b>Post by Th 6/6, and Respond by Sun 6/9 to Forum Week 3</b> <b>Write Journal entry Week 3- due 6/9</b> <b>Research Paper Due- 6-9</b>
6/10-6/16	ETHNICITY AND COUPLE THERAPY	Read/Listen to Powerpoint Lecture Read Sections D & E- Multicultural Couple Therapy Read chpts 16-20- Love & Respect Read AMCD Competencies (link provided in syllabus)  <b>Post by Th 6/13 and Respond by Sun 6/16 to Forum Week 4</b> <b>Write Journal entry Week 3- due 6/16</b> <b>Reflection Paper Due 6/16</b>



6/17-24	ETHNICITY AND COUPLE THERAPY	Read/Listen to Powerpoint Lecture Read Section F & G- Multicultural CoupleTherapy Read chpts 21-24- Love & Respect  <b>Post by Th 6/20, and Respond by Sun 6/23 to Forum Week 5- Cultural Powerpoint Posting</b> <b>Write Journal entry Week 5- due 6/23</b> <b>Complete Reading Percentage in E-Campus 6/24</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@missio.edu](mailto:helpdesk@missio.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:** Missio 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.

MISSIO 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

