



**TYNDALE**  
• SEMINARY •

## Course Syllabus

FALL 2017

**CROSS CULTURAL PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY**

**COUN 0671**

**SEPTEMBER 14 – DECEMBER 7, 2017**

**THURSDAYS, 2:15 – 5:05 PM**

**INSTRUCTOR: JUNG-SIL (JANET) KIM, M.Div., RP, RMFT**

Email: [jkim3@tyndale.ca](mailto:jkim3@tyndale.ca)

Office Hours: Thursdays 12:45 – 1:45 PM (by appointment only)

If you have any course-related concerns, please speak to me directly as soon as possible. I am available for brief conversations before and after class. For issues that might require a more formal setting, please make an appointment during my office hours.

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

### **I. COURSE DESCRIPTION**

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

*Recommended prerequisite: COUN 0574 or equivalent*

For those interested in Clinical Membership with AAMFT, it is your responsibility to verify with AAMFT if this course qualifies, and if so, under which category it belongs.

## **II. CRPO COMPETENCIES TAUGHT IN THE COURSE**

### **1.4 Integrate awareness of self in relation to professional role**

1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.

1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.

1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.

1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.

### **1.5 Integrate knowledge of human and cultural diversity**

1.5.2 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.

1.5.3 Adapt the therapist's approach when working with culturally diverse clients

1.5.4 Recognize barriers that may affect access to therapeutic services

### **4.3 Ensure safe and effective use of self in the therapeutic relationship**

(Safe and effective use of self in the psychotherapeutic relationship is one of the defining competencies of psychotherapy practice: the therapist's learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in the therapeutic relationship with the client. It also speaks to the therapist's self-reflective use of his or her personality, insights, perceptions, and judgments in order to optimize interactions with clients in the therapeutic process.)

4.3.2 Recognize the impact of power dynamics within the therapeutic relationship.

4.3.3 Protect client from imposition of the therapist's personal issues.

4.3.5 Use self-disclosure appropriately

## **III. LEARNING OUTCOMES**

At the end of the course, students should be able to:

- Demonstrate increasing critical self-reflection and awareness of their own culture-bound worldview, assumptions, biases, and experiences and how they may influence personal and professional interactions
- Demonstrate knowledge and understanding of cross-cultural counselling/therapy
- Demonstrate an understanding of the impact of oppression, power, privilege, racism, and discrimination affect the client and the therapeutic relationship
- Demonstrate increased familiarity with one racial/ethnic group that is different from their own and describe how they would attempt to bridge the cultural differences
- Use appropriate counselling skills in developing a better understanding of various cultures

## **IV. COURSE REQUIREMENTS**

## **A. REQUIRED READING:**

### **Book**

Sue, D. W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-1-119-08430-3

### **Articles**

Hardy, K. & Laszloffy, T. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21(3), 227-237.

Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, 49(3), 330-348.

### **Movie**

Cameron, J. (Producer), Landau, J. (Producer), & Cameron, J. (Director). (2009). *Avatar*. [Motion Picture]. United States: Twentieth Century Fox Film Corporation.

## **B. SUPPLEMENTARY / RECOMMENDED READING:**

Passalacqua, S. & Cervantes, J. M. (2008). Understanding gender and culture within the context of spirituality: Implications for counselors. *Counseling and Values*, 52(3), 224-239.

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.

## **C. ASSIGNMENTS AND GRADING**

### **1. Class Participation: 10% of final grade Attendance & Punctuality (5%) & Discussion Group Contribution (5%)**

Students are expected to attend all classes and to be responsible for registering their attendance each class. In addition to assigned readings and class lectures, learning in this course will be supplemented through weekly in-class discussion groups. (Further instructions on the discussion groups will be provided in class.) Marks will be given in two ways: the instructor will award punctuality and attendance; fellow group members will award contribution to discussion groups.

Regular attendance and punctuality for all classes, reading the materials before class, and participation in the group discussions are expected. If you have three or more unexcused absences, you may fail the course. (See the Attendance Policy for details.)

### **2. Self-Reflection Journal – Culture and Ethnicity: 20% of final grade**

**Set 1 due on October 12 (6%) & Set 2 due on December 7 (14%)**

Purpose: The purpose of this assignment is for the student to engage in a critical self-reflection exercise of examining personal culture and ethnicity within the various spheres of life such as family, work, church, school, relationships, and clinical development. Each student will demonstrate increasing awareness of their own culture-bound assumptions, biases, values, and the potential effects when interacting with others personally and professionally.

Content: Students will be writing one journal entry per week (excluding Reading Week). Journal entries will consist of responses to questions provided in class and independently generated reflections of cross-cultural experiences with others. Each journal entry is expected to be no more than one typed page, double-spaced, 12pt font, Times New Roman. In the page header, you are to include your name, the date of the journal entry, the journal entry number, and the topic. You will be evaluated not on the quantity of your journal entry but on your practice of critical self-reflection.

To assist you with critical reflection, notice and examine your thoughts and feelings as you read the assigned literature, listen and participate in class and group discussions, and examine past and present cross-cultural interactions. What are the assumptions and biases that may be influencing your perceptions and how may they be manifesting in your interactions with others? What are you noticing about your values? What feelings are surfacing when talking about class, race, ethnicity, spirituality, and power? What do you feel about your own ethnic identity? What are you learning about yourself? What feelings arise in relation to what you're learning about yourself? What areas do you find easier to engage and what areas do you find more difficult to engage within cross-cultural interactions?

**3. Tests: 30% of final grade**

**Test 1: October 19 (15%) – covering material from September 14 – October 12**

**Test 2: November 30 (15%) – covering material from October 19 – November 23**

Purpose: The purpose of these tests is to evaluate the student's knowledge and understanding of concepts related to multicultural counselling/therapy.

Tests: You will be tested on your knowledge and understanding of the concepts in multicultural competence through definitions and terminology, short answer questions, and a short case study. You are responsible for all the indicated chapters, articles, and lecture notes.

Please note: Make-up tests will not be given. If you miss a test due to extraordinary circumstances (e.g. illness with a doctor's note or a death in the family), the grading value of that test will be added to Test 2 or to the Major Paper, whichever is next. Tests missed otherwise will be graded with a value of zero.

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

- **Group Paper & Personal Reflection Paper due on November 23 (20% & 10%)**

- **Group Presentation on November 30 or December 7 (10%)**

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 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: Students will be grouped and expected to work collaboratively towards the goal of increasing familiarity with the particular cultural group you jointly select. Each student is expected to conduct face-to-face interviews with two individuals, couples, or families from this culture. To conduct the interviews, you may choose to intentionally interact with the cultural group by engaging them in formal and informal settings. It is highly 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).

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?
- How do they think their culture is perceived by others?
- How do they attempt to relate to others of a different culture?
- What are their value systems and worldviews?
- What are the attitudes and beliefs about mental illness?
- What is their view of mental health practitioners?
- What is the place of spirituality and religion in their culture?
- How do they live out their religious beliefs in daily life?

How you will be evaluated:

Group Paper. Your group is to write a collaborative paper (10-11 pages) describing your engagement with and your understanding of a cultural group that is different from your own. You will attempt to capture an understanding of how this group seems to formulate their cultural norms in the following areas:

- a. View of individual personhood and character formation
- b. Marriage, family, family values and legacies
- c. Society, nationhood, and the world
- d. View on mental health, pathology
- e. View of religion; view of Christianity

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

**Group Presentation:** You are to give an oral presentation about the culture you selected and how you might engage them in ministry, counselling, or otherwise. The length of time for the presentations will be decided in class and will depend on the number of registered students. You will sign up for a time slot in the weeks leading up to the first presentation date. Presentations will be graded in five areas:

- Content (i.e., how much and how in-depth you present) – 4%
- Application (i.e., how well you apply what you have learned) – 4%
- Collaboration (i.e., evidence of cooperation, co-creation, shared learning) – 4%
- Presentation style (i.e., how interesting you are) – 2%
- Use of time (i.e., staying within the allotted time) – 1%

**Personal Reflection Paper.** Each student will write an individual paper (5 pages) reflecting on the experience of interacting with the cultural group he/she studied. The paper will cover three (3) major areas:

- a. What do you know about yourself in terms of your own culture that is similar and different to the cultural group that you studied? (40%)
- b. How would you attempt to bridge the cultural differences between you and the cultural group in your ministry, counselling or otherwise? Illustrate using data gathered from your interviewees. (30%)
- c. What are some personal insights you've gained from interacting with the culture and how do you intend to continue developing cultural awareness, knowledge, and skill in the future? (30%)

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

##### **Expected written standards:**

It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support that position. Your work should adhere to the following characteristics:

- Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for Submission for the Counselling Department.
- Free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- Use Times New Roman, 12 point font, and be typed, double-spaced, with one-inch margins all around. Numbered pages.
- A staple in the top left corner of the paper; no binder or external covering of any type
- Ensure that you have accurately documented sources used in any of your assignments.

##### **Submission and Return of Assignments:**

Hard copies of the assignments are to be submitted directly to the Instructor at the beginning of class on the due date unless otherwise specified. If students wish to submit written work by mail (courier), they must be mailed directly to the Instructor (c/o Tyndale

Seminary) or to the Seminary Administration Office, and they must be received on or before the due date. Otherwise, they will be treated as late papers. Students are required to retain a copy of all assignments (hard or soft copy).

All assignments will be returned during class or to the main reception. If students wish to have their work returned to them by mail, they must submit their work with a stamped, self-addressed envelope.

**Deadlines:**

Papers handed in on or before the due date will get everything they deserve. With the exception of “extreme and unusual circumstances” all papers handed in late will be deducted by two-thirds of a grade point (i.e., B to C+). No paper will be accepted after two weeks past the due date.

If there are some extraordinary circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of the syllabus. Specify the nature of the circumstances and submit it to the instructor directly by the due date of that assignment.

**Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

**E. SUMMARY OF ASSIGNMENTS AND GRADING**

Class Participation	10%
Journal	20%
Tests	30%
Cultural Engagement Papers & Presentation	40%
<b>Total Grade</b>	<b>100 %</b>

**F. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s

learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## V. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week	Date	Topics & Reading	Assignments
1	Sep 14	<b>Introduction &amp; Overview</b>	Journal entry
2	Sep 21	<b>Basic Aspects of Culture and Multiculturalism – Part One</b> Sue & Sue, chapter 2	Journal entry
3	Sep 28	<b>Basic Aspects of Culture and Multiculturalism – Part Two</b> Sue & Sue, chapter 6 Hardy & Laszloffy, pp. 227-237	Journal entry
4	Oct 5	<b>Culture and Spirituality</b> Walsh, pp. 230-248	Journal entry
5	Oct 12	<b>Barriers to Multicultural Counselling</b> Sue & Sue, chapter 7, pp. 215-236	<b>Journal Set 1 due</b> Journal entry
6	Oct 19	<b>Culturally Appropriate Intervention Strategies</b> Sue & Sue, chapter 8	<b>Test 1</b> Journal entry
<b>Oct 26</b>		READING WEEK	
7	Nov 2	<b>Multicultural Counselling and Therapy</b> Sue & Sue, chapter 7, pp. 236-247 and chapter 13	Journal entry
8	Nov 9	<b>Racial/Cultural Identity Development in People of Color &amp; White Racial Identity Development</b> Sue & Sue, chapter 11 & 12	Journal entry
9	Nov 16	<b>White Privilege and Racism</b> Movie: Avatar (watch it in advance of	Journal entry

		class)	
<b>10</b>	<b>Nov 23</b>	<b>Immigration and Refugees</b> Sue & Sue, chapter 20	<b>Cultural Engagement Paper due</b> <b>Personal Reflection Paper due</b> Journal entry
<b>11</b>	<b>Nov 30</b>	<b>Class Presentations</b> <b>Test Two</b> Write journal entry	
<b>12</b>	<b>Dec 7</b>	<b>Class Presentations &amp; Wrap-up</b> <b>Journal Set 2 Due</b>	

## VI. SELECTED BIBLIOGRAPHY

### Other References:

Baruth, L.G. & Manning, M. L. (1999). *Multicultural counseling and psychotherapy: a life span perspective*. Upper Saddle River, NJ: Merrill.

France, M. H., Del Carmen Rodriguez, M., & Hett, G. G. (Eds.) (2004). *Diversity, culture and counselling*. Calgary, AB; Detselig.

Harper, F. D. & McFadden, J. (Eds.) (2003). *Culture and counseling: New approaches*. Boston, MA; Pearson.

Hays, P. A. (2001). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association.

Helms, J. E. & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Boston, MA: Allyn and Bacon.

Ingoldsby, B. B. & Smith, S. (Eds.). (1995) *Families in multicultural perspective*. New York, NY: Guilford.

Ivey, A. E. & Bradford Ivey, M. (2003). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Pacific Grove; CA; Thomson/Brooks/Cole.

Ivey, A. E., Bradford Ivey, M., & Simek-Morgan, L. (1997). *Counselling and psychotherapy: A multicultural perspective* (4th ed.). Needham Heights, MA: Allyn and Bacon.

Julia, M. (2000). *Constructing gender: Multicultural perspectives in working with women*. Pacific Grove, CA: Wadsworth.

Lago, C. (2006). *Race, culture and counselling: The ongoing challenge* (2nd ed.). Berkshire, England: Open University Press.

Lee, C. C. (1997). *Multicultural issues in counseling: New approaches to diversity* (2nd ed.).

- Alexandria, VA. American Counseling Association.
- McGoldrick, M. (1998). *Re-visioning family therapy*. New York, NY: Guilford.
- Pedersen, P. B. (1997). *Culture-centered counseling interventions*. Thousand Oaks, CA: Sage.
- Pope-Davis, D. B. & Coleman, H. L. K. (Eds.). (2001). *The intersection of race, class, and gender in multicultural counseling*. Thousand Oaks, CA: Sage.
- Sandhu, D. S. (Ed.). (1999). *Asian and pacific islander americans: Issues and concerns for counseling and psychotherapy*. Commack, NY: Nova Science.
- Smith, T. B. (Ed.). (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston, MA: Allyn and Bacon.
- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). *A theory of multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.
- Thomans, R. M. (2000). *Multicultural counseling and human development theories*. Springfield, Illinois: Charles C. Thomas Publisher.
- van Beek, A. M. (1996). *Cross-cultural counseling*. Minneapolis, MN: Augsburg Fortress
- Wehrly, B. (1995). *Pathways to multicultural counseling competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole.
- Yancey, G. A. & Whittum Yancy, S. (Eds.). (2002). *Just don't marry one*. Valley Forge, PA: Judson Press.

**Journals:**

- International Journal of Family Counseling
- Journal of Counseling and Development
- Journal of Counseling Psychology
- Journal of Mental Health Counseling
- Journal of Multicultural Counseling and Development
- The Counseling Psychologist
- Journal of Counseling Psychology

**REQUEST FOR EXTENSION DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES**  
**TYNDALE SEMINARY**  
**Cross-Cultural Perspectives in Marriage and Family Therapy (COUN 0671)**  
**Instructor: Jung-Sil (Janet) Kim, M.Div, RP, RMFT**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Mail Box Number: \_\_\_\_\_

Name of Assignment Due: \_\_\_\_\_

Due Date of Assignment: \_\_\_\_\_

Circumstances that necessitate a Request for Extension:

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Student's suggested new due date: \_\_\_\_\_

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FOR OFFICE USE ONLY:

Extension Request: Granted \_\_\_\_\_ Denied \_\_\_\_\_

New Due Date: \_\_\_\_\_