



TYNDALE

• SEMINARY •

Course Syllabus

Fall 2012

CROSS-CULTURAL PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY
COUN 0671

Thursdays 1:00 – 3:50 PM

INSTRUCTOR: Rev. Dr. Herman Chow

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Office hours: Thursdays 12:00 – 1:00 PM (by appointment only)

To access your course material, please go to <http://mytyndale.ca>

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 multisystem 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 the chosen population.

Recommended: COUN 0574 (Foundational Perspectives of Christian Counselling or equivalent or at the discretion of the professor. Cross-listed as MISS 0700. Offered bi-annually.)

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. LEARNING OUTCOMES

At the end of this course, students will be able to:

- Increase their knowledge and vocabulary relating to multicultural competence
- Reflect personally on the impact of culture on their lives, including counselling, family, ministry, etc.
- Demonstrate awareness of their own culture-bound assumptions and experiences and their effect on the student's acceptance of those who are different
- Make contact and become familiar with at least one racial/cultural group that is different from their own
- Utilize appropriate counselling skills in building a better understanding of various cultures

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Book

Sue, Derald W & Sue, David. (2008). *Counseling the culturally diverse – Theory and practice*. 5th Ed. New Jersey: John Wiley & Sons, Inc. ISBN: **13**: 978-0470086322

Articles

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

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

Movie

Cameron, James & Landau, Jon (Producers), Cameron, James (Writer/Director). (2009). *Avatar*. [Motion Picture]. United States: Twentieth Century Fox Film Corporation

B. SUPPLEMENTARY / RECOMMENDED READING:

- McGoldrick, Monica, Giordano, Joseph, Garcia-Preto, Nydia. (Eds.) (2005). *Ethnicity and Family Therapy*. 3rd edition, New York, NY: Guilford Press.
- Pedersen, Paul B., Draguns, Juris G., Lonner, Walter J., & Trimble, Joseph E. (Eds.).(2007). *Counseling Across Cultures*, 6th ed. Thousand Oaks, CA, Sage.
- Ponterotto, Joseph G., Casas, J. Manuel, Suzuki, Lisa A., Alexander, Charlene M.. (Eds.) (2001). *Handbook of Multicultural Counseling*, 2nd ed. Thousand Oaks, CA: Sage.
- Nicolas A. Vace, Susan B. DeVaney, and Johnston M. Brendel (Eds.). (2003). 4th ed. *Counseling Multicultural and Diverse Populations: Strategies for Practitioners*. New York, NY; Brunner-Routledge.

C. ASSIGNMENTS AND GRADING

Course Requirements:

1. Tests (30%)

Test Dates:

Test 1: Nov 1 (15%, cover all materials from Sep 13-Oct 18)

Test 2: Nov 29 (15%, cover all materials from Nov 1-Nov 22)

Purpose: The purpose of the tests is to evaluate how much each student has increased their knowledge and vocabulary relating to multicultural competence.

Tests: You will be tested on your understanding and competence of the concepts in multicultural competence. You are responsible for all the indicated chapters and lecture notes. The tests are comprised of definitions, short answers, terminologies, and a short case study. Each test is worth 15%. Please note: if a test is missed due to a legitimate reason (e.g. illness with a doctor's note or a death in the family), either your next test or your major paper will be worth an additional 15% (i.e. your second test is worth 30% or your major paper is worth 45%). If there is no legitimate reason for missing a test, a mark of 0 will be given. Please make sure you will be present for all your tests before taking the course.

2. Culture and Ethnicity Journal (20%)

Due dates for Journal 1: Oct 11 (5%)

Due dates for Journal 2: Dec 6 (15%)

Purpose: The purpose of this assignment is for each student to personally reflect on the impact of various cultures on their lives, including counselling, family, ministry, etc. Each student will demonstrate awareness of their own culture-bound assumptions and experiences and their effect on their acceptance of those who are different.

Journal: For the duration of the course, you are to write at least a couple times each week and reflect personally on situations and experience that have taught you about culture and ethnicity, and their impact on your life, including counselling, family, ministry, etc. As you interact with an array of materials and opportunities this semester (e.g. lectures, assigned readings, movies, group discussions, trying food of a different culture, etc.), reflect on your own culture perceptions and how they affect the way you accept other people from a different culture. This needs to be dated and typewritten. You are expected to write at least about 1 page single space each week. You are evaluated not on how much you write but on how well you reflect on your daily interaction with various cultures.

3. Major paper and Class Presentation (Major paper: 30% & Class Presentation: 10%)

Paper due date: Nov 22

Presentation dates: Nov 29 or Dec 6

Purpose: The purpose of this assignment is for each student to make contact and become familiar with at least one racial/cultural group which is different from their own.

Major paper: You are to write a paper (14-16 pages, typewritten, double spacing, APA style) on a cultural group which is different from your own. It will cover four major areas:

- a. What do you know about yourself in terms of your own culture? (20%)
- b. What do you know about the culture group that is different from your own? (50%)
- c. How do you try/expect to bridge the cultural difference in your ministry, counselling or otherwise? Try to use an actual counselling case of your own or one from your pastor to illustrate. (20%)
- d. What are the implications for your future ministry? (10%)

When you look at both cultures, you are interested to see how people formulate their cultural norms in the following areas: view of individual personhood and character formation; marriage, family, family values and legacies; society, nationhood and the world; view on religion; view of Christianity.

In understanding the particular cultural group you are writing about, you will conduct a survey and personal interview of about 7-8 individuals or families of this culture. You will try to understand how this *particular* group is similar to and/or different from the normative cultural group in the above areas.

Some of the possible questions that one may explore for this *particular* group:

- How do they bring up their children?
- What constitute child abuse in that culture?
- What are the parameters for socialization process and character formation?
- What constitutes attaining adulthood or maturity?
- What are the traditions and process in getting married?
- What rules govern their family structures, kinship patterns and social circle?
- What are their attitudes and values towards women, the sick, the infirm 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 that culture?
- How do they live out their religious beliefs in daily life?

In addition, you can intentionally interact with a culturally different group for a period of 3 months (from September to end of November), e.g. by participating in such a church, by involving in a small group or fellowship group of such a culture, and then essentially do the exercise as listed above. Such interaction will not be restricted to just formal meetings, but will include informal gatherings, visits to homes, eating their food, and knowing their customs (e.g. wedding, funerals, birthday parties, etc.).

Class presentation: Based on your major paper, you are to make an oral presentation of your paper. Please arrange the materials of the paper suitable for a _____ minute presentation (The exact time will be given depending on the number of students in class). You will be assigned a time slot during the last 2 classes of the course. You are marked on the following:

- Content (i.e. how much and how in depth you present)
- Clarity (i.e. how clear is your presentation)
- Application (i.e. how well you apply what you have learned in a case study -- e.g. role play, video)
- Presentation style (i.e. how interesting you are -- e.g. visual, audio, speaking)
- Use of time (i.e. staying within the allotted time)

A maximum of 2% is given on each of the above category – a total of 10%.

4. Participation (10%)

Students are expected to attend all classes and groups (except for health reasons or special circumstances) and to engage in class discussion or group discussion. ***(Please note: Group discussion is designed for interaction and not a time to run non-class related errands.)***

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Expected written standards:

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. 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. Ensure that you have accurately and fully documented sources used in your paper. Documentation and notes should be consistent with APA guidelines as articulated in the [Guidelines for submission](#) for the Counselling Department. Do not submit papers in any type of binder or cover: a staple in the top left corner of the paper ought to suffice.

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. In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the attached policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.

The title page for all written work ought to include the following: The title of the paper, name of the course, name of the professor, date of submission, name of the student and campus mailbox number.

Submission and Return of Assignments:

All assignments are submitted directly to the Professor 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 Professor, c/o Tyndale Seminary and they must be received on or before the due date. Otherwise, they are treated as late papers. Please note: No electronic copy is accepted. Students are required to retain a copy of all assignments (hard copy or electronic version).

All assignments are returned during class or in the student's Tyndale Campus mailbox. 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 extenuating circumstances", all papers handed in late will be deducted one-third grade point deduction (i.e., B to B-). No paper is accepted after one week past the due date.

If there are some unusual circumstances, please complete the **REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES** form found at the end of this syllabus. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment. If the usual inconveniences of our technological age should visit your home the night before the due date, you will have my sympathy but not an extension.

Students should consult the current *Academic Calendar* for academic policies 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 www.tyndale.ca/registrar/calendar. An excerpt is attached with this syllabus for easy reference.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

Tests (2@15%)	30%
Journal	20%
Major paper and presentation	40%
Participation	10%
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

(COUN 0671)

Sep 13: Introduction and Overview

Sep 20: Basic aspects of culture and multiculturalism – Part 1

(Sue, ch.2)

Sep 27 : Basic aspects of culture and multiculturalism – Part 2

(Hardy & Laszloffy, p.227-237)

Oct 4: Culture and spirituality

(Passalacqua & Cervantes, p.224-239)

Oct 11: Barriers to multicultural counselling

(Sue, ch.6)

****Journal 1***

Oct 18: Culturally appropriate intervention strategies

(Sue, ch.7)

****Oct. 25 Reading Days – no classes****

Nov 1: Multicultural counselling and therapy – Part 1

(Sue, ch.8, 10)

***Test 1**

Nov 8: Multicultural counselling and therapy – Part 2

(Sue, ch.8, 10)

Nov 15: Special issues: White privilege and racism

(Sue, ch.11, Please watch movie “Avatar” before class)

Nov 22: Special issues: Immigration and refugees

(Sue, ch.21-22)

***Major paper**

Nov 29: Class Presentation

***Test 2**

Dec 6: Class Presentation and summary

***Journal 2**

V. SELECTED BIBLIOGRAPHY

Other References:

Leroy G. Baruth, and M. Lee Manning. (1999). *Multicultural Counseling and Psychotherapy: a life span perspective*. Upper Saddle River, NJ: Merrill.

M. Hondre France, Maria Del Carmen Rodriguez, and Geoffrey G. Hett. (Eds.) (2004). *Diversity, Culture and Counselling*. Calgary, AB; Detselig.

Frederick D. Harper, and John McFadden. (Eds.) (2003). *Culture and Counseling: New Approaches*. Boston, MA; Pearson.

Pamela A. Hays. (2001). *Addressing Cultural Complexities in Practice*. Washington, DC: American Psychological Association.

Janet E. Helms, and Donelda A. Cook. (1999). *Using race and culture in counseling and psychotherapy: theory and process*. Boston, MA: Allyn and Bacon.

Bron B. Ingoldsby and Suzanna Smith. (Eds.). (1995) *Families in Multicultural Perspective*. New York, NY: Guilford.

Allen E. Ivey, and Mary Bradford Ivey. (2003). *Intentional Interviewing and Counseling: facilitating client development in a multicultural society*. Pacific Grove, CA; Thomson/Brooks/Cole.

Allen E. Ivey, Mary Bradford Ivey, and Lynn Simek-Morgan. (1997). *Counseling and Psychotherapy: A Multicultural Perspective*. 4th edition, Needham Heights, MA: Allyn and Bacon.

Maria Julia. (2000). *Constructing Gender: multicultural perspectives in working with women*. Pacific Grove, CA: Wadsworth.

Colin Lago. (2006). *Race, Culture and Counselling: the Ongoing Challenge*. 2nd edition. Berkshire, England; Open University Press.

Monica McGoldrick. (1998). *Re-visioning Family Therapy*. New York, NY: Guilford.

Courtland C. Lee. (1997), *Multicultural issues in counseling: new approaches to diversity*. 2nd edition. Alexandria, VA. American Counseling Association.

Paul B. Pedersen. (1997), *Culture-Centered Counseling Interventions*. Thousand Oaks, CA: Sage.

Donald B. Pope-Davis, Hardin L.K. Coleman (Eds.).(2001). *The Intersection of Race, Class, and Gender in Multicultural Counseling*. Thousand Oaks, CA: Sage.

Dava Singh Sandhu. (Ed.) (1999). *Asian and Pacific Islander Americans: issues and concerns for counseling and psychotherapy*. Commack, NY: Nova Science.

Timothy B. Smith. (Ed.) (2004). *Practicing Multiculturalism: Affirming Diversity in Counseling and Psychology*. Boston, MA: Allyn and Bacon.

Derald Wing Sue, Allen E. Ivey, and Paul B. Pedersen. (1996), *A Theory of Multicultural Counseling and Therapy*. Pacific Grove, CA: Brooks/Cole.

R. Murray Thomas. (2000), *Multicultural Counseling and Human Development Theories*. Springfield, Illinois: Charles C. Thomas Publisher.

Aart M. van Beek. (1996). *Cross-Cultural Counseling*. Minneapolis, MN: Augsburg Fortress

Bea Wehrly. (1995). *Pathways to Multicultural Counseling Competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole.

George A. Yancey, and Sherelyn Whittum Yancey (Eds.). (2002). *Just Don't Marry One*. Valley Forge, PA: Judson Press.

Multicultural Aspects of Counseling Series: Published by Sage Publications, Thousand Oaks, California.

1. Don C. Locke. (1992). *Increasing Multicultural Understanding: A Comprehensive Model*, Now has 2nd edition.

2. Joseph G. Ponterotto and Paul B. Pedersen. (1993). *Preventing Prejudice: A Guide for Counselors and Educators*.

3. Richard W. Brislin, and Tomoko Yoshida (Eds.). (1994). *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs*.

4. Freddy A. Paniagua. (2005), 3rd ed. *Assessing and Treating Culturally Diverse Clients: A Practical Guide*.

5. Charles R. Ridley. (2005), 2nd ed. *Overcoming Unintentional Racism in Counseling and Therapy: A Practitioner's Guide to Intentional Intervention*.

6. Mark S. Kiselica. (1995). *Multicultural Counseling With Teenage Fathers: A Practical Guide*.

7. Donald B. Pope-Davis, and Hardin L.K. Coleman (Eds.). (1997). *Multicultural Counseling Competencies: Assessment, Education and Training, and Supervision*.

8. Kenneth Cushner and Richard W. Brislin. (Eds.). (1998). *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs, Volume 2*.

9. Richard H. Dana. (1998). *Understanding Cultural Identity in Intervention and Assessment*.

10. Ronald J. Samuda. (1998). *Psychological Testing of American Minorities* (2nd edition).
11. Derald Wing Sue. (1998). *Multicultural Counseling Competencies: Individual and Organizational Development*.
12. Bea Wehrly, Kelly R. Kenney, and Mark E. Kenney. (1999). *Counseling Multiracial Families*.
13. Mary A. Fukuyama and Todd D. Sevig. (1999). *Integrating Spirituality Into Multicultural Counseling*.
14. Roger D. Herring. (1999), *Counseling With Native American Indians and Alaska Natives: Strategies for Helping Professionals*.
15. Freddy A. Paniagua (2000). *Diagnosis in a multicultural context: A Casebook for Mental Health Professionals*.
16. George K. Hong, MaryAnna Domokos-Cheng Ham. (2001). *Psychotherapy and Counseling with Asian American Clients*. Thousand Oaks, CA: Sage.
17. Azara L. Santiago-Rivers, Patricia Arredondo and Maritza Gallardo-Cooper. *Counseling Latinos and La Familia: A Guide for Practitioners*.
18. Thomas A. Parham (Ed.) *Counseling Persons of African Descent: Raising the Bar of Practitioner Competence*.
19. Sherlon P. Pack-Brwon and Carmen Braun Williams.(2003). *Ethics in a Multicultural Context*.
20. James M. Croteau, Julianne S. Lark, Melissa A. Lidderdale, Y. Barry Chung. (Eds.) *Deconstructing Heterosexism in the Counseling Professions: A Narrative Approach*.
21. John H. Stone (Ed.) *Culture and Disability: Providing Culturally Competent Services*.
22. Roy Moodley and William West (Eds.). (2005). *Integrating Traditional Healing Practices into Counseling and Psychotherapy*.
22. Gerald D. Monk, John Maxwell Winslade, Stacey L. Sinclair. (2007). *New Horizons in Multicultural Counseling*.
23. Garrett McAuliffe (Ed.) *Culturally Alert Counseling: A comprehensive Introduction*. (2007).
24. Sara E. Schwarzbaum, Anta Jones Thomas. (2008). *Dimensions of Multicultural Counseling: A Life Story Approach*.

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

VI. INSTRUCTOR AVAILABILITY

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

E-mail: hermanchow@rogers.com

Office hours: Thursday, 11:30 am-12:00 pm

Emergency: Cell 416-953-4072

VII. CLASS ATTENDANCE

Regular attendance in and punctuality for all classes (small groups) is expected.

Out of respect for your colleagues, please try to be on time. If you have 3 or more unexcused absences, you may fail the course. (See Attendance Policy for details).

**REQUEST FOR EXTENSION DUE TO EXTREME AND UNUSUAL
CIRCUMSTANCES.**

**TYNDALE SEMINARY
Cross-Cultural Perspectives in Marriage and Family Therapy
(COUN 0671)
Professor: Rev. Dr. Herman Chow, M.Div, D.Min, RMFT**

Date

Surname

Given Name

Mail Box: _____

Name of Assignment Due: _____

Due Date of Assignment: _____

Circumstances that necessitate a Request for Extension:

Student's suggested new due date: _____

**NOTE: Any request for extension may not exceed four weeks from the scheduled
due date of the assignment.**

* * * *

FOR OFFICE USE ONLY:

Extension Request: Granted _____
Denied _____

New Due Date _____