

Providence Theological Seminary
CP 5116 *Counseling Across Cultures*
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May 26-27 & June 1-3, 2011

**We learn to be racist, therefore we can learn not to be racist. Racism is not genetical.
It has everything to do with power.—Jane Elliot**

œ Course Syllabus œ

COURSE DESCRIPTION

This course is an introductory study to the field of cross-cultural counseling. Our focus will be threefold: (1) acquisition of foundational knowledge, (2) development of culture-centered skills, and (3) exploration of cross-cultural awareness using multi-cultural case vignettes. The course will be helpful for students who envisage themselves requiring cross-cultural sensitivity for counseling in various contexts.

COURSE OBJECTIVES

1. Gain an introduction to basic concepts of the complex and multi-faceted process of diversity cross-cultural counseling
2. Build culture-centered skills related to the counseling context
3. Develop counselor, client and cross-cultural counseling awareness through utilization of critical incident analysis
4. Conduct and critique a cross-cultural interview

REQUIRED TEXTS

Adams, Maurianne; Blumenfeld, Warren J; Castaneda, Rosie; Hackman, Peters, Madeline L.; Zuniga, Ximena (2000). **Readings for Diversity and Social Justice**. Routledge: NY
Hays, Pamela (2001). **Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors**. APA Books:DC

REQUIREMENTS

1. Attendance and full participation in all classroom activities. Do the necessary preparation as required.
2. **Group presentation** (1 hr- 1 ½ hrs) on the unique characteristics of a particular people group and issues and challenges they may present in counseling. You may use a clip from a movie that shows the general characteristics of the assigned people group. Then, identify counseling issues the people group may present in counseling, including strategies that will

facilitate a “therapeutic alliance.” Role-play a cross cultural counseling. Prepare a one-page fact sheet of the presentation to be distributed in class.

DUE: In class, starting Wednesday, May 25, 2011

3. Group Project: Choose one *‘ism* (racism, antisemitism, sexism, heterosexism, ableism, classism) explored in the book *Reading for Diversity and Social Justice* and design a “week-end workshop” for therapists. It is important to read and critically examine all the chapters included in the section under the *‘ism* the group has chosen before designing this diversity workshop. More specifically, this educational and strategic-practical workshop should aim at exploring salient issues surrounding the *‘ism* and its impact on the therapist, client, and therapeutic process. **DUE: July 15, 2011**

The Diversity Workshop should include the following components:

- a. Specific Objectives: what do you hope to accomplish in this workshop?
 - b. Rationale: what is the relevance of this workshop to our work as therapists?
 - c. Description and Narrative of the Workshop
 1. One-page schedule of activities for the workshop
 2. Key points must be presented in powerpoint format
 3. One paragraph explanation of key points to be addressed in workshop
4. Write a 10-12 page Reflective Paper on your experience in interviewing a person whose culture is different from your own. This is a three-step process: **DUE: July 22, 2011**
 - a. **Step One: Devise** a culturally sensitive intake/informational interview based on principles learned from Hays’ *Addressing Cultural Complexities in Practice*. Consider the following in designing the intake form: What information is needed? Who should be queried? What topics should be covered and how? Use Hays’ **ADDRESSING framework** to identify key cultural variables and influences in the formation of your interviewee’s self-identity. In what manner will you inquire about matters of faith?
 - b. **Step Two: Conduct** the interview. Be sure to have your interviewee initial and date the Informed Consent Form.
 - c. **Step Three: Reflect** on the cross-cultural interview experience, addressing or including the following:
 - A cultural **vignette** of your interviewee. Include ethnographic, demographic, status and affiliation variables. Also include a description of the interview **context**.
 - Discuss what you have learned about **yourself** in an informed manner. Consider, for example, your own comfort level. How much did you have to change to establish communication? To what extent did you wish the interviewee would change? Did your increased level of knowledge about culture help in the interview? What things do you need to address about yourself to make you a better counselor with persons of this culture?
 - Discuss what you have learned about **your interviewee** in an informed manner. How similar or different is the interviewee’s **ADDRESSING** data from yours? To what extent did these differences influence your attitude, perception, or behavior towards the interviewee? Were you able to get feedback as to the interviewee’s comfort level and degree of satisfaction with

the communication established in the interview? How could you get more information about the culture of the interviewee?

- Discuss what you have learned about the **interview relationship** in an informed manner. Was it comfortable and easy, awkward and tedious, etc? How different and similar this relationship is from other therapeutic relationships? What aspect of the relationship do you find rewarding, challenging, and potentially transforming? Comment on your intake/interview form citing you need to change and reasons for doing so.
 - Citations from your literature review and course readings must be distributed evenly throughout the paper. Include a bibliography
 - Appendix I should be your completed and revised (in light of your reflection and experience of the interview) intake/interview questionnaire
 - Appendix II should be your consent form signed by yourself and initialed/dated by your interviewee
5. Drawing from the readings, theological reflection, in-class exercises, interviews and analyses, and other classroom experiences, write a **10-15 page integrated paper** on any topic/issue dealing primarily with cross cultural counseling. Academically, this exercise requires substantial research and analysis on the topic chosen which can be achieved through combining resources from various disciplines (psychology, anthropology, sociology, theology etc.) thereby providing a “thick description” of the issue being explored. Pragmatically, this paper should enhance the student’s understanding of the salient features involved in cross-cultural counseling and should facilitate the attainment of effective “tools and skills” that can be employed in cross-cultural encounters.

DUE: July 29, 2011

GRADING

People Group Presentation	20 marks
Diversity Workshop	20 marks
Interview Paper	30 marks
Integrated Paper	30 marks

PLEASE NOTE:

- ❑ Students who miss more than two classes will risk failing the course
- ❑ All counseling students must use the APA format for citing resources. (<http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm>). Other students should follow the guidelines of Kate Turabian’s A Manual for Writers of Terms Papers, Theses, and Dissertation, 6th Edition, or those set forth by the seminary.
- ❑ **Papers are due on the DATE they are DUE.** Any paper submitted after the due date will incur a **1 pt deduction** for every single day it is turned in late.
- ❑ All papers must be **e-mailed** as an attachment to Rodolfo.Nolasco@prov.ca on the date they are due.

**Providence Theological Seminary
CP 5116 Counseling Across Cultures**

**INFORMED CONSENT FORM for
CROSS-CULTURAL INTERVIEW**

For your Information

A course requirement for Counseling Across Cultures is that a student in the Department of Counseling and Psychology at Providence Theological Seminary conduct one cross-cultural interview with a person of a culture different from my own.

For Your Consent

By agreeing to be interviewed by _____, I understand the following

- My identity will remain confidential
- I am not required to disclose personal issues
- Information shared is for academic purposes only
- Information will be used for Course 5116 only

Counseling Student Signature: _____

Dated by Interviewee: _____

Professor: _____ Rodolfo R Nolasco Jr.

Class Reading Schedule

Day One:

Adams	Section 1
Hays	Chapter 1

Day Two

Adams	Section 2-3
Hays	Chapter 2-3

Day Three

Adams	Section 4
Hays	Chapter 4-5

Day Four

Adams	Section 5
Hays	Chapter 6-8

Day Five

Adams	Section 7-8
Hays	Chapter 9-11