

**CNS 5520**  
**SOCIAL AND CULTURAL ISSUES IN COUNSELING**  
**ASHLAND THEOLOGICAL SEMINARY**  
**DETROIT COUNSELING PROGRAM**  
**Fall 2020 - Mondays, 7:30 – 10:00pm via Zoom**  
**August 31 – December 14, 2020**

3 credits

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**I. Course Description**

This course examines cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially sensitive counseling interventions.

**II. Student Learning Outcomes (SLOs) (with DLOs)**

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

As a result of this course, students will be able to:

1. Explain the importance of social and cultural diversity, including the cultural context of relationships, issues, and trends in a multicultural society. (KO2)
2. Describe the helping relationship and counseling process in a multicultural society. (KO5)
3. Be able to identify various models of multicultural competency.(KO2)
4. Explore one's own cultural heritage (how this will influence the counseling dynamic) as well as identifying times when one has encountered (as recipients or witnesses) prejudice or discrimination within their community. (PSO3)

**III. Knowledge Base**

**Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Michigan Administrative Code (SOAHR) requirement for Counseling philosophy—R 338.1753 Rule 3 (2)(i).

**IV. Course Requirements**

**A. Textbooks and Other Materials**

Augsburger, D.W. (1986). *Pastoral Counseling Across Cultures*. Philadelphia, PA: The Westminster Press. ISBN: 978-0-8010-6506-4

Augsburger, D.W. (1992). *Conflict Mediation Across Cultures: Pathways & Patterns*. Louisville: Westminster John Knox Press. ISBN: 0-664-25609-0

Benner, D.G. (2015). *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Downers Grove, IL: InterVarsity Press. ISBN: 978-0-8308-4612-2

Boyd, G.A. (2004). *Repenting of Religion: Turning from Judgment to the Love of God*. Grand Rapids, MI: BakerBooks. ISBN: 0-664-25616-3

Lee, C.C., ed. (2013). *Multicultural Issues in Counseling: New Approaches to Diversity* (4<sup>th</sup> ed.). New York, NY: John Wiley & Sons Inc. **ISBN: 978-1-455620-313-8**

Students are responsible for obtaining a copy of all books before the first class session. Moreover, you should come to the first class session prepared, having read all of the assigned reading material outlined in the course schedule below.

### **B. Attendance**

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor. **This policy also includes tardiness.**

### **C. Assignments/Assessment of Student Learning**

Below is the list of assignments for this course. Full credit will be earned for those assignments done thoroughly. All papers must be done in APA style.

#### 1. Boyd & Benner Texts Review 6-8 page Paper

After reading the Boyd text, *Repenting of Religion*, and the Benner text, *The Gift of Being Yourself*, write a 6-8 page paper. This paper will include your critical response focusing on your personal interactions with textual concepts, a reflective critique of the book from a Christian worldview perspective, any impact of textual concepts upon your current theology of ministry to those who are different from you, and any new struggles you've encountered or insights you've gleaned about your own identity. Share ways that these texts affirm, confirm or convict you as it relates to the way you interact with those who are "different" and in the way you relate to yourself. Speak to the relevance of these texts to assist you in your counselor identity formation. **(SLO # 2,3)**

**Due the 6<sup>th</sup> week of class. This paper counts for 25% of your grade.**

#### 2. Multicultural Experience Reflection 6-8 page Paper

This paper has two distinct parts. For the first part, you are expected to participate in or observe one culturally different experience (broadly defined) that is outside of your specific racial, cultural, sexual, social, or ecumenical background/experience, a situation where you are clearly in the **minority**. For example, you may choose to attend a culturally different worship experience; you may also choose to immerse yourself in another kind of experience, such as volunteering at a soup kitchen, being wheelchair-bound in a mall for four hours, going to a club or meeting that is population-specific (e.g. an open AA or NA meeting) which is different from your culture, etc. Pay close attention to your emotions and cognitions as you experience the new situation. Also focus on others' interactions with you and your responses to their interactions. After this experience, you will write a 3-4 page reflection describing the type of experience in which you were engaged, your responses to the

experience, how it felt to be a “minority” and what sensitivities you gleaned from this experience that you believe will better prepare you to move forward in your counselor identity. Also share any biases you experienced from others or felt towards others, and include how this experience may have been similar to or different from other experiences in your life where you’ve felt biases either directed towards you or that you’ve directed towards others.

The second part of this paper involves you participating in an experience where you are in the **majority, but encounter others who are in the minority**. This could include your church service when visitors come, etc. Pay close attention to your emotions and cognitions as you experience this normal or usual situation, focusing on your treatment or others in your group’s treatment of those in the minority. Also focus on others’ interactions with you and your responses to their interactions. After this experience, you will write an additional 3-4 pages reflecting on the type of experience in which you were engaged, your responses to the experience, how it felt to be a “majority” and what sensitivities you gleaned from this experience that you believe will better prepare you to move forward in your counselor identity. Also share any biases you experienced from others or felt towards others, and include how this experience may have been similar to or different from other experiences in your life where you’ve felt biases either directed towards you or that you’ve directed towards others. Pay close attention to any negative biases or stereotypes you have about anyone in the situation. Compare your emotional and cognitive experiences to the encounter when you were a minority. What have you learned about yourself as a result? **(SLO # 1,2,3,4) Due the 11<sup>th</sup> week of class. This paper counts for 25% of your grade.**

### 3. Who Am I? Paper

Synthesizing your minority experience, your course information and your life experiences, write a 6-10 page personal paper in which you identify and discuss your own cultural, ethnic, class, religious, spiritual, racial, sexual and professional identifications and what these mean to you and what you perceive they mean to others in society. Discuss the impact of your cultural influences on shaping you into the person you see yourself as today. Describe yourself and your life as you believe you have experienced them in terms of multicultural counseling criteria. Finally, share how your multicultural identity will impact and inhibit you as you become and fulfill your call as a professional counselor. **(SLO # 1,2,4) Due the 15<sup>th</sup> week of class. This paper counts for 25% of your grade.**

### 4. Final Exam

A cumulative final exam will be given. This exam will cover pertinent multi-cultural counseling competencies and will cover key info from the Augsburg and Lee texts and lectures. This exam will also help students prepare for the comprehensive exam and for the State licensing exam. **(SLO # 1,2,3) Due on last week of class. This exam counts for 25% of your grade.**

**V. Calculation of Grade and Connection with Learning Outcomes**

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Boyd Text Review	2,3	25%
Multicultural Experience Paper	1,2,3,4	25%
Who Am I? Paper	1,2,4	25%
Final Exam	1,2,3	25%

**VI. Tentative Course Schedule**

<i>Week/Session #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	August 31	Course intro; Knowing God better	Boyd chs.1-3; Benner chs. 1-2
2	September 7	LABOR DAY NO CLASS	
3	September 14	Knowing true self versus false self	Boyd chs.4-8; Benner chs. 3-4
4	September 21	Knowing true self versus false self cont'd	Boyd chs.9-12; Benner chs. 5-6
5	September 28	Cross-cultural encounters	Lee chs. 1-2; Augsburg PC chs.1-3
6	October 5	Ethnicity	<b>Boyd &amp; Benner texts review paper due via Blackboard</b> Lee chs. 3-5; Augsburg PC chs.1-3
7	October 12	Ethnicity cont'd	Lee chs. 6-8; Augsburg PC chs.4-5

8	October 19	Gender and Age issues	Lee chs. 9-11; Augsburger PC chs.6-7
9	October 26	Sexual minority; Experience of those with Disabilities	Lee chs. 12-15; Augsburger PC chs.8-9
10	November 2	Sexual minority; Experience of those with Disabilities	Lee chs. 16-17; Augsburger PC chs.10-11
11	November 9	Socioeconomic disadvantage Military experience Ethics and globalization	<b>Multicultural awareness paper due via Blackboard</b> Lee chs. 18-19;
12	November 16	Conflict as tensions between creativity or destruction, and honor, dignity, and face	Augsburger Conflict chs. 1-3
13	November 23	Conflict as anger, anxiety and aggression; gender differences and conflict styles	Augsburger Conflict chs. 4-6
14	November 30	Mediation and forgiveness	Augsburger Conflict chs. 7-9
15	December 7	discussion of identity; discussion of conflict resolution; final exam review	<b>Who Am I? paper due via Blackboard</b>
16	December 14		<b>Final exam due via Blackboard</b>

## VII. Recommendations for Lifelong Learning

If you are interested in honing your ability to critically and constructively engage scholarly articles, then you should consult several professional journals, including The Journal of Psychology and Christianity, The Journal of Psychology and Theology, Pastoral Psychology, The Society for the Exploration of Spirituality/Theology and Psychoanalytic Psychotherapist, The Journal of Pastoral Care, The Journal of Pastoral Care and Counseling, and The Journal of Pastoral Counseling.

Consider joining any of these organizations. The ongoing assistance in providing opportunities for personal and professional growth in order to pursue learning, personal and professional growth.

## VIII. Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the *Student Handbook*.

### B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

### C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### D. ATS Grading Scale

GRADE	QUALITY	PERCENT	DESCRIPTION
A	4.0	97-100	SUPERIOR ACHIEVEMENT OF COURSE OBJECTIVES, DILIGENCE AND ORIGINALITY, HIGH DEGREE OF FREEDOM FROM ERROR, OUTSTANDING EVIDENCE OF ABILITY TO UTILIZE COURSE KNOWLEDGE, INITIATIVE EXPRESSED IN PREPARING AND COMPLETING ASSIGNMENTS, POSITIVE CONTRIBUTIONS VERBALIZED IN CLASS.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	GOOD WORK SUBMITTED, COMMENDABLE ACHIEVEMENT OF COURSE OBJECTIVES, SOME ASPECTS OF THE COURSE MET WITH EXCELLENCE, SUBSTANTIAL EVIDENCE OF ABILITY TO UTILIZE COURSE MATERIAL, POSITIVE CONTRIBUTIONS VERBALIZED IN CLASS, CONSISTENCY AND THOROUGHNESS OF WORK COMPLETED.
B-	2.7	83-85	
C+	2.3	80-82	

C	2.0	77-79	ACCEPTABLE WORK COMPLETED, SATISFACTORY ACHIEVEMENT OF COURSE OBJECTIVES, DEMONSTRATING AT LEAST SOME ABILITY TO UTILIZE COURSE KNOWLEDGE, SATISFACTORY CLASS CONTRIBUTION.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	PASSING BUT MINIMAL WORK, MARGINAL ACHIEVEMENT OF COURSE OBJECTIVES, POOR PERFORMANCE IN COMPREHENSION OF WORK SUBMITTED, INADEQUATE CLASS CONTRIBUTIONS.
D-	0.7	65-67	
F	0.0	BELOW 65	UNACCEPTABLE WORK RESULTING IN FAILURE TO RECEIVE CLASS CREDIT, INADEQUACY OF WORK SUBMITTED OR OF PERFORMANCE AND ATTENDANCE IN CLASS.

**IX. SELECTED BIBLIOGRAPHY**

Please review the bibliographies in the course texts.