



**COUN5331: Social & Multicultural Issues in Counseling**  
**New Orleans Baptist Theological Seminary**  
**Division of Church and Community Ministries**  
**Spring 2020**

Professor: Dr. Ian Jones (504-252-4455, ext. 3716); email: [ijones@nobts.edu](mailto:ijones@nobts.edu)

Office: L101

Class Time: Tuesday 12:30 p.m-3:20 p.m.

Leeke Magee Christian Counseling Center 103

Teaching Assistant: Kendall Wolz email: [kmwolz70117@gmail.com](mailto:kmwolz70117@gmail.com)

**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

**Syllabus Distribution**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on Blackboard.

**Course Description**

This course is designed to introduce students to transcultural theory and the application of counseling principles to multicultural and multiethnic situations. This will include transcultural communication, ethnography, worldview, and racial and gender identity development. A discussion of specific ethnic groups, gender, and racial issues affecting the therapeutic process will be explored. This course will help sharpen skills for counselors in preparation of working with clients of other cultures, and will help them meet licensing requirements for professional counseling licenses in many states.

**Program Objectives: #2** Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

Key Performance Indicator	Learning Experiences	Assessments
2.F.2.c Multicultural counseling	<i>Instruction</i> Class lecture.	<i>Signature Assignments</i> The Multicultural Awareness,

competencies	<p>Blackboard supplemental reading materials.</p> <p>Class presentations, videos, and discussion.</p> <p>Guest speakers.</p> <p>Interviews.</p> <p><i>Reading</i></p> <p><i>Ethnicity and Family Therapy</i>, chs. 1-54.</p> <p><i>Ministering Cross-Culturally</i>, chs. 1-9.</p> <p><i>Boundary Lines</i>, pp. 5-57.</p>	<p>Knowledge, and Skills Survey (MAKSS) pre and post assessments. You will find the assessments on Blackboard</p> <p><i>Course Assignments</i></p> <p>Group Project Paper and Presentation</p> <p>Personal Assessment of Cultural Awareness</p> <p>Counseling Resource Manual</p> <p>Final Exam</p>
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### Course Objectives/Student Learning Outcomes

Course Objectives	Learning Experiences	Assessments
<p>Students will demonstrate knowledge and understanding of the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, including the cultural factors relevant to marriage, couple, and family functioning, the effect of immigration, the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (2.F.2.a, b, 5.F.2.m)</p>	<p><i>Instruction</i></p> <p>Class lecture and discussion</p> <p>Blackboard supplemental reading materials.</p> <p>Class presentations, videos, and discussion.</p> <p>Guest speakers.</p> <p>Interviews and personal assessments.</p> <p><i>Readings</i></p> <p><i>Ethnicity and Family Therapy</i>, chs. 1-54.</p> <p><i>Ministering Cross-Culturally</i>, chs. 1-9.</p> <p><i>Boundary Lines</i>, pp. 5-57.</p>	<p><i>Course Assignments</i></p> <p>Group Project Paper and Presentation</p> <p>Counseling Resource Manual</p> <p>Final Exam</p>
<p>Students will demonstrate knowledge, understanding, and practical application of engaging help-seeking behaviors of diverse clients, including the effect of spiritual beliefs on clients' and counselors' worldviews. (2.F.2.f, 2.F.2.g)</p>	<p><i>Instruction</i></p> <p>Class lecture and discussion</p> <p>Class lecture.</p> <p>Blackboard supplemental reading materials.</p> <p>Class presentations, videos, and discussion.</p> <p>Guest speakers.</p> <p>Interviews.</p> <p><i>Readings</i></p> <p><i>Ethnicity and Family Therapy</i>, chs. 1-54.</p> <p><i>Ministering Cross-Culturally</i>, chs. 1-9.</p> <p><i>Boundary Lines</i>, pp. 5-57.</p>	<p><i>Course Assignments</i></p> <p>The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) pre and post assessments.</p> <p>Group Project Paper and Presentation</p> <p>Personal Assessment of Cultural Awareness</p> <p>Counseling Resource Manual</p> <p>Final Exam</p>
<p>Students will demonstrate knowledge, understanding, and personal awareness and experience of the effect of heritage, attitudes, beliefs, understandings, and</p>	<p><i>Instruction</i></p> <p>Class lecture.</p> <p>Blackboard supplemental reading materials.</p> <p>Class presentations, videos, and</p>	<p><i>Course Assignments</i></p> <p>The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) pre and post assessments.</p> <p>Group Project Paper and</p>

acculturative experiences on an individual's views of others, the effects of power and privilege for clients and counselors, the strategies for identifying and eliminating barriers, and the processes of intentional and unintentional oppression and discrimination. (2.F.2.d,e)	discussion. Guest speakers. Interviews  <i>Readings</i> <i>Ethnicity and Family Therapy</i> , chs. 1-54. <i>Ministering Cross-Culturally</i> , chs. 1-9. <i>Boundary Lines</i> , pp. 5-57.	Presentation Personal Assessment of Cultural Awareness Counseling Resource Manual Final Exam
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### Signature Assignments

Assignment	Description	Percentage/Points	Due Date
The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS)		N/A	Complete during first week and last week of class meetings. You will find the assessment on Blackboard.

### Course Requirements and Evaluation of Grades

Assignment & Description	%age	Due Date
<b>Reading</b> Students are required to read all of the material according to the assignments schedule in this syllabus. Read all papers, handouts, and other supplemental materials in the Blackboard shell.		
<b>Group Project Paper, &amp; Presentation</b> In-depth study and presentation of a specific ethnic or minority group (including a case study and treatment plan)  <b>A. Group Project.</b> The class will be divided into small groups to research a given culture or ethnic group. Each group will be expected to prepare a paper, which will provide background for a classroom presentation. The paper must be edited for form and style. <b>One copy of the paper will be turned in to the professor at least one class period prior to your presentation.</b> This paper will not be returned to you. Issues and questions to consider in your research include: (1) What are the origins of these people? Describe their historical background, and their racial/ethnic, cultural, national, and political identity. How do these areas, including their language, customs and temperament, affect them now? (2) Did these people enter the United States as refugees or immigrants or were they original settlers? How does the way they settled in North America influence who they are? Are they victims of prejudice, discrimination, stereotyping? If so, what effect has this had? (3) How well has this group integrated into, and how do they relate to, the dominant American culture? What is their level of assimilation and amalgamation? What things have assisted or impeded their integration? (4) What values, communications styles (verbal and nonverbal), social customs (including proxemics and kinesics), and concepts such as time, status, and role expectations need to be considered when developing successful intervention strategies? (5) What is their understanding of family? How important is family to them; how do they define family; what role does family play in decision-making and as a support system? (6) What role has religion played in the group? How does their religion affect the way that they look at things? Is their religious background formal (state church) or informal? How would you develop an effective Christian witness to the group? (7) Describe specific counseling methods, along with any modifications, that could be used in ministering to a person from this culture. Give detailed descriptions, along with good, clear	25%	Native American: 2/20  African: 2/27  Hispanic/Latino: 3/5  Asian: 3/12  Asian Indian & Pakistani: 3/26  Middle Eastern: 4/2  European: 4/9  Jewish: 4/16

<p>illustrations and biblical principles.</p> <ul style="list-style-type: none"> <li>The paper must also include a <b>case study example &amp; treatment plan</b>: Write a case study and treatment plan covering the culture group. The case can be selected from a textbook or journal article (be sure to provide citation or reference), personal counseling experience, or one that you make up based upon your research. Write a brief description of the case and issues, indicate specific multicultural areas and concerns, and develop a tentative treatment plan.</li> </ul> <p>(8) Address individual and couple therapy, in addition to the family therapy perspective found in the textbook, and identify any additional issues for a Christian counselor ministering in this situation.</p> <p>(9) References or a bibliography.</p> <p><b>B. Group Presentation.</b> Each group will be responsible for a class presentation of their findings, with a <b>particular emphasis</b> upon the adaptations necessary in the counseling methods when ministering to a person from the culture. The following areas need to be addressed in the presentation: (Cross-reference background material required in paper and CACREP standard references.)</p> <p>(1) The basic characteristics of the group, both historical and contemporary, that would give class members some understanding of the perspective (worldview), typical responses, and behavior patterns of these people; particularly, their traditional attitudes and social expectations toward marriage and family, divorce, and other family-related subjects. This will include a study of the social, political, economic, and religious forces that influence individuals and families in this culture. The textbook may serve as a basic foundation, with additional resources, including books and articles, used to develop the presentation.</p> <p>(2) A thorough examination of how traditional therapies could be adapted, including a detailed description of how any modifications could be carried out, within a clearly articulated biblical worldview.</p> <p>(3) The counseling methods and techniques most likely to be <u>ineffective</u> in dealing with people from the culture; those methodologies <u>most likely to be useful</u>, with <u>any modifications</u> clearly identified; and a clear explanation of why you have come to these conclusions. In addition to family therapy, the best approaches for individual and couple therapy should also be included.</p> <p>(4) Identification of any special information on cultural differences, for example, how to handle a situation where one of your traditional beliefs, values, or expectations about the family is considered unacceptable to the counselee. Also, discuss any issues that may affect, adversely or otherwise, the maintenance of a Christian witness, and how you would share the Gospel with a representative of the culture.</p> <p>(5) A representative from the culture may be invited to participate in the class presentation; however, this person should only be there in an advisory capacity (reacting to your findings, giving personal illustrations, etc.), not making the presentation itself.</p> <p>(6) The group, in consultation with the instructor, will be responsible for the entire presentation, including the content, <u>identification of at least three key resources</u>, learning activities, class handouts, questions and concluding discussion. <b>A summary/outline of approximately one to two pages must be printed and distributed to class members. The printout should reflect the presentation and list significant resources.</b></p> <p><b>Note: Please submit copies of PowerPoint presentations and papers to the instructor (via email attachment or CD) for posting on Blackboard.</b></p> <p><b>C. Evaluation of Group Presentations.</b> Each class member will complete and submit a response and evaluation form at the conclusion of every presentation. (You do not complete a form on your own presentation.)</p>		Sexual/ Social: 4/23
<b>Personal Assessment of Cultural Awareness</b>	25%	3/5

Write a reflection paper on your personal cultural awareness based upon a study of your personal heritage, a self-evaluation of values based upon the Lingenfelter text (chapter 2), and an in-depth interview with a person representing an ethnic group (choosing a person from the group you are presenting on in class is acceptable).

**A. Personal Heritage:** Talk with family members to discover what your own cultural heritage is, and compare the character traits of your family with the information found in the textbooks. The McGoldrick book *Ethnicity and Family Therapy* would be particularly helpful in this project.

**B. Self Evaluation of Basic Values and Culture:** After reading Lingenfelter and Mayer's book *Ministering Cross-Culturally*, complete the Basic Values Questionnaire (chapter 2) and write an evaluation of the personal implications of the assessment for your counseling ministry. **Include a copy of your Personal Profile (pp. 33-34) in your paper.**

**C. Person-in-Culture Interview and Report.** This interview has been developed to train therapists in cross-cultural understanding, to help build a therapeutic alliance with culturally different clients, and to increase racial and ethnic tolerance. It provides for learning about a particular culture while fostering a broader expertise in communicating with any person from a different cultural background. Use the following guidelines for your interview:

**Person in Culture Interview:** Interview an individual of a particular culture, nationality, or ethnicity. Some suggested areas to cover and questions include:

- Home of origin and history of family
- Family customs and roles (e.g., gender roles) within the family
- Enjoyable activities while growing up and currently
- How closely do you identify with your culture and how do you and your other family members relate to mainstream culture?
- What types of experiences, related to culture, have you had that have been difficult for you?
- What would be the approved characteristics and practices of families in your culture in regard to child rearing and discipline, power or authority and respect, decision making, age-appropriate behavior, formal and informal conversation?
- What religious or spiritual beliefs and practices are influential in your family and culture?
- What would be some of the characteristics of successful person in your family and culture?
- How does your family and culture approach issues of birth, marriage, and death in ways that might be different from mainstream culture?
- What are some cultural differences in concepts of health, illness, medicine, and healing practices in comparison to mainstream culture?
- What particular things do you consider valuable in your culture that you find missing or less apparent in mainstream culture?
- Some significant concepts that may vary from mainstream culture: understanding of time (e.g., punctuality differences), personal space and appropriate distance and personal touch between people in various relationships, effective communication and the meaning of gestures, eye contact, saving face, and tone of voice.
- Examples of some customs, beliefs or practices that might be misunderstood or cause problems in community institutions such as schools, law enforcement, government, health care systems, or social services.

Discuss what you have learned about your own cultural awareness (or lack thereof) from the interview. Your discussion should reflect a comprehensive assessment and understanding based upon this exercise in cultural awareness. Helpful information for a person-in-culture interview can found in an article by Berg-Cross & Zoppetti and the book *Developing Cross-Cultural Competence* by Lynch & Hanson. (See Linda Berg-Cross & Lisa

<p>Zoppetti [1991]. Person-In-Culture Interview: Understanding Culturally Different Students, <i>Journal of College Student Psychotherapy</i>, 5[4], 5-21, and E. W. Lynch and M. J. Hanson [Eds.]. [1992]. <i>Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families</i>. Baltimore, MD: Paul H. Brooks Publishing Co.</p> <p><b>A. Personal Assessment of Multicultural Competence</b> (CACREP Key Performance Indicator 2.F.2.c) Please complete the personal assessment The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS), posted on Blackboard under Content, <b>at the beginning of the semester and at the end of the semester</b>. Upon completion of your second assessment, please write a brief essay on Blackboard on the MAKSS Personal Assessment site under Content in which you (1) identify your total score at the beginning and total score at the end of the semester, (2) identify areas of strength and weakness at the beginning of the semester, and (3) identify areas of growth and improvement at the end of the semester. Conclude with a summary assessment and possible goals for continued growth in multicultural competence.</p>		
<p><b>Cross-Cultural Counseling Resource Handbook</b></p> <p>Each student will prepare a counseling resource manual on multicultural counseling. This project will be designed to serve as a practical reference work for use in counseling. The manual should include your class notes. It is not only expected but also recommended that students use information gathered from the class presentations, plus additional material collected from personal research. The manual should follow in content the basic order of the group research papers. Obviously, the most efficient way to complete this project is to collect and edit information throughout the semester, as each cultural group is addressed. The project will be evaluated on the basis of content, organization, form, and style. The manual should, in both content and presentation, <i>reflect or contain all the components of a professional handbook on cross-cultural counseling</i>, from title page and introduction to conclusion. Particular attention will be paid to the areas of counseling theory and technique, the integration of a Christian witness, and the overall practicality of the manual for efficient use in counseling. The following format for each of the cultural groups addressed within the handbook is suggested:</p> <ol style="list-style-type: none"> <li>(1) A brief overview of the culture.</li> <li>(2) Identification of specific characteristics or issues that may affect the counseling process.</li> <li>(3) Implications for treatment, suggested counseling approaches, methods, or procedures.</li> <li>(4) List of helpful references.</li> </ol> <p><b>The manual will include discussion on <i>at least</i> the following groups:</b></p> <ol style="list-style-type: none"> <li>(1) American Indians</li> <li>(2) Families of African Origin <ul style="list-style-type: none"> <li>• African American</li> <li>• At least two other representatives of this group</li> </ul> </li> <li>(3) Latino Families <ul style="list-style-type: none"> <li>• Cuban</li> <li>• Mexican</li> <li>• At least one other representative of this group</li> </ul> </li> <li>(4) Asian American Families <ul style="list-style-type: none"> <li>• At least three representatives of this group</li> </ul> </li> <li>(5) Middle Eastern <ul style="list-style-type: none"> <li>• Arab</li> </ul> </li> <li>(6) Asian Indian</li> <li>(7) Families of European Origin <ul style="list-style-type: none"> <li>At least three representatives from this group</li> </ul> </li> <li>(8) Jewish Families <ul style="list-style-type: none"> <li>• Soviet Jewish</li> </ul> </li> </ol>	25%	4/23

<ul style="list-style-type: none"> <li>• Israeli</li> </ul> <p>(9) At least one representative from Slavic families  (10) Sexual Minorities/Social Groups</p> <ul style="list-style-type: none"> <li>• Lesbian, Gay, Bisexual, and Transgendered Clients</li> </ul> <p>(11) Additional Groups of Interest to the Student (For example, specific subcultures such as gangs or the physically disabled.)</p> <p><b>The manual must include the following information drawn from the three textbooks:</b></p> <p>(1) A summary of the chapters in Lingenfelter and Mayer’s book <i>Ministering Cross-Culturally</i> with particular application to a counseling ministry.  (2) A summary evaluation of the Native Alliance book <i>Boundary Lines: The Issue of Christ, Indigenous Worship and Native American Culture</i>, with a clear indication of how such issues as worldview, revelation, hermeneutics, and contextualization apply to cross-cultural counseling.  (3) Brief summaries or outlines of the chapters in McGoldrick, Giordano, &amp; Garcia-Preto’s book <i>Ethnicity and Family Therapy</i> integrated into the appropriate sections of the manual.</p> <p><b>NOTE:</b> The manual should reflect you own perspective and organization. Borrowing and reproducing material from students and other sources without personal assessment and editing is not acceptable. Appropriate citations for sources should, of course, be followed. The Manual may be submitted on CD, <b>new</b> jump drive, or hard copy.</p>		
<p><b>Final Exam</b>  The final exam is comprehensive and based on the reading from the course text, lectures, papers, presentations, and discussion. The exam consists of essay questions that will call for practical application of what has been learned about cross-cultural counseling during the semester</p>	25%	5/14

**Textbooks**

**Required**

Monica McGoldrick, Joe Giordano, & Nydia Garcia-Preto (Eds.) (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: The Guilford Press.

Sherwood G. Lingenfelter & Marvin K. Mayers (2016). *Ministering cross-culturally: A model for effective personal relationships* (3<sup>rd</sup> ed.). Grand Rapids, Michigan: Baker Book House. ISBN: 9780801097478

Native Alliance (2001). *Boundary lines: The issue of Christ, indigenous worship and Native American culture*. The Native American Association of the Christian & Missionary Alliance. (Text may be purchased or downloaded from Blackboard.)

**Related Resources (not required):**

DiAngelo, Robin (2018). *White fragility: Why it’s so hard for white people to talk about racism*. Boston, MA: Beacon Hill Press.

Garrett McAuliffe (Ed.) (2008). *Culturally alert counseling: A comprehensive introduction*. Thousand Oaks, CA: Sage Publications.

Loritts, Bryan (2014). *Right color, wrong culture: A leadership fable*. Chicago, IL: Moody.

Loritts, Bryan (Ed.) (2014). *Letters to a Birmingham jail: A response to the words and dreams of Dr. Martin Luther King, Jr.* Chicago, IL: Moody.

Williams, Reggie L. (2014). *Bonhoeffer’s black Jesus: Harlem renaissance theology and an ethic of resistance*. Waco, TX: Baylor University Press.

**Course Teaching Methodology**

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, interviews, group experiences, class presentations, and written examinations.

**Technical Resources and Competencies**

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2<sup>nd</sup> floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is available free to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

### **Evaluation of Grade**

The student's grade will be computed as follows:

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|---|-----|
| 1. Group Project (Paper) & Presentation. . . . .      | 25% |
| 2. Personal Assessment of Cultural Awareness. . . . . | 25% |
| 3. Counseling Resource Manual . . . . .               | 25% |
| 4. Final Examination . . . . .                        | 25% |

### **Grading Scale:**

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

### **Course Policies, Academic Conduct, and Professional Conduct**

#### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

#### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

#### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

#### **Classroom Participation/Active Dialogue**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

#### **Disabilities and Accommodations**



New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Extra Credit**

No extra credit is available in this course.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

#### **Professional Conduct**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

#### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time.

Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

#### **Reading Assignments**

Students are responsible for completing all reading assignments.

#### **Technical Assistance**

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

#### **Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

#### **Writing Style**

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.445 5 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.800 4	<a href="http://www.nobts.edu/student-services/counselingservices.html">www.nobts.edu/student-services/counselingservices.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.445 5 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Student Course Schedule, Spring 2019

L&M = Lingenfelter & Mayer, *Ministering Cross-culturally*  
 MG&G = McGoldrick, Giordano & Garcia-Preto, *Ethnicity & Family Therapy*  
 NA = Native Alliance, *Boundary Lines*

Please have reading assignments completed before class

Week #	Date	Reading & Assignments Schedule	Learning Experiences
1	1/23	Orientation & Introduction L&M, pp. 1-35 (Complete the Personal Profile of Basic Values) <b>Complete The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS). (Signature Assignment) (Available on Blackboard)</b>	Lecture & Discussion: Intro to Course
2	1/30	<b>(President's Inauguration)</b> Social & Cultural Issues L&M, pp. 37-76 MG&G, pp. 1-40	Lecture & Discussion: Social & Cultural Issues
3	2/6	Social & Cultural Issues L&M, pp. 77-122	Lecture & Discussion: Social & Cultural Issues Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
4	2/13	Cultural Assessment MG&G, pp. 757-763	Lecture & Discussion: Basic Assumptions in Multicultural Counseling Minority Identity Development Model (MID) Cultural Assessment
5	2/20	Native American MG&G, pp. 43-74 NA, pp. 1-57 Read posted material on BB	Group Presentation Lecture & Discussion: Native American
6	2/27	African Origin MG&G, pp. 77-150 Read posted material on BB	Group Presentation Lecture & Discussion: African Origin
7	3/5	Hispanic/Latino/Latina MG&G, pp. 153-265 Read posted material on BB <b>Due: Personal Assessment of Cultural Awareness</b>	Group Presentation Lecture & Discussion: Hispanic/Latino/Latina
8	3/12	Asian American MG&G, pp. 269-373 Read posted material on BB	Group Presentation Lecture & Discussion: Asian American
<b>SPRING BREAK</b> 3/16-20			
9	3/26	Asian Indian & Pakistan MG&G, pp. 377-420 Read posted material on BB	Group Presentation Lecture & Discussion: Asian Indian & Pakistan
10	4/2	Middle Eastern MG&G, pp. 423-498 Read posted material on BB	Group Presentation Lecture & Discussion:

11	4/9	European Origin MG&G, pp. 501-663 Slavic & Eastern Europe MG&G, pp. 711-755 Read posted material on BB	Group Presentation Lecture & Discussion: European & Eastern European
12	4/16	Jewish MG&G, pp. 667-707 Read posted material on BB	Group Presentation Lecture & Discussion: Jewish
13	4/23	Sexual/Social Groups Read posted material on BB <b>Due: Counseling Resource Manual</b>	Group Presentation Lecture & Discussion:
14	4/30	Course Review <b>Complete second Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) and post personal assessment on Blackboard (Signature Assignment)</b>	Group Presentation Lecture & Discussion:
15	5/7	Final Exam Review and Discussion Boards	
16	5/14	<b>Final Exam</b>	

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