



PBC
PERTH BIBLE COLLEGE

STUDY LEVEL **500 LEVEL**

UNIT CODE: **CO537**
UNIT TITLE: **Counselling in a cultural context**

SEMESTER: **Trimester 3, 2024**

LECTURER: **Janice Marsh**

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UNIT OVERVIEW:	This unit aims to provide students a knowledge of the need, a conceptual framework for and the necessary skills for cross-cultural counselling. Both cultural diversity within Australia and the implications of working with people with families overseas will be examined to outline the complexity of working with people from culturally diverse backgrounds. Within the study students will be encouraged to identify their own cultural framework and understand their own cultural predisposition.
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ACADEMIC DETAILS

Location in course:	This unit is an introductory unit and is offered at Level 500 . This is a core unit.
Workload	This unit carries 3 credit points. Students are expected to study 10 hours/week.
Pre-Requisites	Nil.
Delivery	Delivery will be via online lectures, class activities and discussion, assignments and recorded learning via Moodle.
Summary of Content	<p>Topics will include the following:</p> <ul style="list-style-type: none"> • Developing Cultural Humility • Developing Understanding on the Indigenous Australians https://australianstogether.org.au/churches/resources/ • Understanding Third World Kids / Trans-national community • An example of using a counselling modality in cross cultural counselling • Honor-Shame culture vs Guilt culture
Learning outcomes	<p>At the end of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the concepts and basic issues involved in pastoral care and counselling within adverse and multicultural society. 2. Identify cross-cultural issues related to spirituality. 3. Briefly research what the discriminating factors might be of several culturally different populations (including Aboriginal and Torres Strait Islanders) and how these may impact on the counselling process. 4. Describe the impact of individuality and group dynamics related to pastoral care and counselling approaches that may be considered culturally sensitive. 5. Collaborate and apply the skills and strategies of cross-cultural pastoral care and counselling to specific cultural contexts.

C0537 Counselling in Cultural Context

The following provides a learning plan for the Trimester.

Week	Content	Reading Resources
1	Orientation week	
2		<i>Lingenfelter, S.G. (2003) Ministering Cross-Culturally: An Incarnational Model for Personal Relationships</i> Chapter 1 – 3
3	Session 1 Cultural Humility	Chapter 4 – 5
4		Chapter 7 - 9
5	Session 2 Developing Understanding on Indigenous Australians <i>Book review due Friday 23:59hr.</i>	Video 1
6		Video 2
7		Video 3
8	Session 3 Understanding Third World Kids / Trans-national community / Honor-shame culture vs Guilt culture	Video 4
9	<i>Short Essay due Friday 23:59hr.</i>	
10	Session 4 Using motivational interviewing while working with ethnic issues.	
11		In Perlego: Ministering in honor-shame cultures: Biblical foundations and practical essentials. Georges, J. and Baker, M.D. (2016) Chapter 10 – Ethics
12	<i>Role Play recording and article due Friday 23:59hr.</i>	In Perlego: Cross-cultural servant hood: Serving the world in Christlike humility. Elmer, D. (2009). Part 2: Chapter 4 Sub-section: Skills for Openness

Learning Resources

Prescribed Text

Lingenfelter, S.G. (2003) *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*

Recommended Reading

Elmer, D. (2009). *Cross-cultural servant hood: Serving the world in Christlike humility*. Downers Grove, Ill: IVP Books.

Elmer, D. (1993). *Cross-cultural conflict*. Downers Grove, Ill: IVP Books.

Georges, J. and Baker, M.D. (2016) *Ministering in honor-shame cultures: Biblical foundations and practical essentials*. Downers Grove, IL: IVP Academic.

Jones, I. F. (2018) *The Counsel of Heaven on Earth: Foundations for Biblical Christian Counseling*. Nashville, TN: B & H Publishing Group

Jones, Thomas, and Schwarzbaum, Sara E. (2010). *Culture and Identity: Life Stories for Counsellors and Therapists*. Sage.

Gardiner, H. (2017) *Lives Across Cultures: Cross-Cultural Human Development*: Pearson

Gandhi, S. (2015) *Counselling without offense. Christian Counselling in a secular world*. India Partridge

Gould, P M. (2019) *Cultural Apologetics: Renewing the Christian Voice, Conscience, and Imagination in a Disenchanted World*: Zondervan Academics

Grubman, J & Jaffe, D.T. (2016) *Cross Cultures: How Global Families Negotiate Change Across Generations*: Createspace Independent Publishing Platform

Ivey, A. E., Ivey, M. B., & D'Andrea, M. J. (2012). *Theories of counseling and psychotherapy: A multicultural perspective*. Los Angeles: Sage.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Essentials of intentional interviewing: Counseling in a multicultural society*. Australia: Brooks/Cole Cengage Learning.

Kirkwood, N. A. (2013). *Pastoral Care to Muslims: Building Bridges*. Hoboken: Taylor and Francis.

Lingenfelter, S.G. (1998). *Transforming culture: A challenge for Christian mission*. Grand Rapids, MI: Baker.

Livingston, D.A. (2012) *Serving with Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*: Baker Books

Mackinlay, E. (2010). *Ageing and spirituality across faiths and cultures*. London:Kingsley.

McAuliffe, G. (2019). *Culturally alert counseling: A comprehensive introduction*. Los Angeles: Sage Publications.

Nickerson, M (2016) *Cultural Competence and Healing Culturally Based Trauma with EMDR Therapy: Innovative Strategies and Protocols*: Springer Publishing Co

Learning Resources – cont'd

Journals

Boysen, G. A. (2010). Integrating Implicit Bias Into Counselor Education. *Counselor Education & Supervision, 49*(4), 210–227.

Duan, C., Hill, C. E., Jiang, G., Hu, B., Lei, Y., Chen, J., & Yu, L. (2015). The counselor perspective on the use of directives in counseling in China: Are directives different in China as in the United States? *Counselling Psychology Quarterly, 28*(1), 57–77.

Gabb, J., & Singh, R. (2015). Reflections on the challenges of understanding racial, cultural and sexual differences in couple relationship research. *Journal of Family Therapy, 37*(2), 210–227.

Harris, M. A., Gruenenfelder, S. A. E., Ferrer, E., Donnellan, M. B., Allemand, M., Fend, H., Conger, R. D., & Trzesniewski, K. H. (2015). Do Parents Foster Self-Esteem? Testing the Prospective Impact of Parent Closeness on Adolescent Self-Esteem. *Child Development, 86*(4), 995–1013.

Kemmelmeier, M. (2016). Cultural differences in survey responding: Issues and insights in the study of response biases. *International Journal of Psychology, 51*(6), 439–444.

King, R. B., McInerney, D. M., & Pitliya, R. J. (2018). Envisioning a Culturally Imaginative Educational Psychology. *Educational Psychology Review, 30*(3), 1031–1065.

Marbell, P. K. N., Grolnick, W. S., Stewart, A. L., Raftery, H. J. N., Marbell-Pierre, K. N., & Raftery-Helmer, J. N. (2019). Parental Autonomy Support in Two Cultures: The Moderating Effects of Adolescents' Self-Concepts. *Child Development, 90*(3), 825–845.

Schofield, M. J. (2013). Counseling in Australia: Past, Present, and Future. *Journal of Counseling & Development, 91*(2), 234–239.

Yip, T., Douglass, S., & Shelton, J. N. (2013). Daily Intragroup Contact in Diverse Settings: Implications for Asian Adolescents' Ethnic Identity. *Child Development, 84*(4), 1425–1441.

Online Resources

[PBC Online Library](#)

Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due (Friday of)	Unit Learning Outcome(s) assessed
Task 1: Book Review	30%	Week 5	1,2,3
Task 2: Essay	30%	Week 9	4
Task 3: Role Play and Article	40%	Week 12	2, 3, 5

Detailed information on assessment tasks and assessment standards

Assessment Task 1: Book Review

Word length: 1100 words; Weighting: 30%; Due Date: Week 5

Lingenfelter, S.G. and Mayers, M.K. (2016) *Ministering cross-culturally: A model for Effective personal relationships*. Grand Rapids, MI: Baker Academic, a division of Baker Publishing Group.

- One paragraph identifying the thesis, and whether the author achieves the stated purpose of the book.
- One or two paragraphs summarizing the book.
- One paragraph on the book's strengths.
- One paragraph on the book's weaknesses.
- One paragraph on your assessment of the book's application for pastoral and/or professional counselling.
- Use APA referencing style

Assessment Task 2: Essay

Word length: 1100 words; Weighting: 30 %; Due Date: Week 9

Part 1

Write a brief reflection on the 4 videos. (100 words per video)

Part 2

How does culture affect counselling? What are the challenges of cross-culture counselling? Identify your tensions implicit in each of the 6 sets of basic values & reflect on your value preference.

- Use APA referencing style
- Minimum of 5 academic references

Assessment Task 3: Article and Presentation

Word length: 1500 - 1700 words; Weighting: 40 %; Due Date: Week 12

Detailed description:

Part 1

Prepare an article that could be shared in a church newsletter/blog/website (or be used as a handout for a client). Remember your audience is the “everyday church member” so use appropriate language when explaining psychological and theological ideas. (1300 – 1400 words)

For the purpose of this assignment requirements, include citations and a reference list. Minimum of 7 academic references for the article

Part 2

Role play recording - You will present your article to a client in the form of creating awareness using your prepared article. This recording will be between 10-15 minutes.

Critical reflection on your recording. Reflect on your counselling skills and content during this session and concisely write (200 – 300 words) on your reflection.

Assessment Rubric: Reflective Journal

Category	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctic
Yellow- Essential to the genre and purpose White - Essential to the presentation						
1. Content: evidence of reflective thought relating to personal interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content: discusses and shows understanding of the major issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Content: evidence of insight, analysis and appraisal of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Content: evidence of personal growth of understanding and process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Content: satisfies all aspects of the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Expression: uses correct spelling, grammar, word choice and syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Structure: has an introduction, followed by sequence or consistent organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White - Essential to the presentation	N/A	Unsatisfactory	Satisfactory		HD	
7. Referencing: chooses and credits sources consulted appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9. Format: document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10. Other: as specified in the Subject Information Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Comments:						
Grade:		Other:		Penalty:		
[F] Fail (0-49%); [P] Pass (50-64%); [C] Credit (65-74%); [D] Distinction (75-84%); [HD] High Distinction (85-100%)						