



C7292 Counselling in Cultural Context (ISS)

2024

Teaching Staff:

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Consultation times:	Wednesday 8am-4pm by appointment

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C7292 Counselling in Cultural Context (ISS)

Credit value:	9 credit points
Mode of study:	Delivery will be via online lectures, tutorials, research assignments, and extra content supplied on Moodle.
Pre-requisite unites:	none
Co-requisite units:	none
Units excluded:	Nil

Scheduled times and Venues: online and tutorials

Teaching Staff:	Name:	Janice Marsh
	Position & Qualifications:	Adjunct Lecturer, M.Coun
	Phone:	0420 997 907
	Email:	jmarsh@pbc.wa.edu.au
	Consultation times:	By appointment

Learning Management System: <https://online.pbc.wa.edu.au/>

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	24 hours at lectures and 119 hours engaged with other learning activities, assessable and non-assessable tasks

Background and Context

This is an online unit where the student engages with the content via recorded or live lectures and readings. The lecturer will meet with the student online for tutorials.

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Curriculum Objectives

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.

Contribution to Graduate Attributes

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of christian life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>				✓
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓	✓	
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓

Contribution to Award

The unit forms part of the SCD awards at AQF Level 7.

Learning Outcomes

At the end of this unit students will be able to:

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.

Content and Learning Activities

Topics will include the following:

- 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

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		Chapter 4 – 5
4	Session 1 Cultural Humility	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		Video 4
9	Session 3 Understanding Third World Kids / Trans-national community / Honor-shame culture vs Guilt culture <i>Essay due Friday 23:59hr.</i>	In Perlego: Ministering in honor-shame cultures: Biblical foundations and practical essentials. Georges, J. and Baker, M.D. (2016) Chapter 1 – A world of shame
10		In Perlego: Pursuit of Meaning Advances in Cultural and CrossCultural Psychology Jürgen Straub, Doris Weidemann, Carlos Kölbl, Barbara Zielke, Jürgen Straub, Doris Weidemann, Carlos Kölbl, Barbara Zielke Page 466 – 494 Cultural Values regarding Children and Family: The Cultural Meaning of Parent-child 6 Week Content Reading / Resource relationships by Gisela Trommsdorff
11	Session 4 Using motivational interviewing while working with ethnic issues.	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

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-Construals. *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 - 1300 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: 1400 - 1600 words; Weighting: 30 %; Due Date: Week 9

Detailed description:

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 7 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 Rubrics for all 3 assignments.

Category	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctic
Yellow- Essential to the evaluation and summation of details						
1. Content: introduces the author and background and engages the reader providing an indication of the book's/article's significance / relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content: addresses the argument or themes presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Content: the analysis of the book indicates critical thinking, comprehension and discernment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Research: places the book in context topically and historically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tone: information presented with appropriate language, authority and recognition of reader audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Written 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"/>
White - Essential to the presentation	N/A	Unsatisfactory	Satisfactory		HD	
7. Structure: has an introduction, main argument and conclusion and is well-organized with a structured narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
8. Structure: paragraphing structure includes well stated topic sentence and transition of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9. Referencing: appropriately credits sources consulted with in text citations (APA) or footnotes (Chicago)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10. Format: document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
11. 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%)						

Course Unit Revision

Updated 21 August 2024

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar / Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.