

**Course:** CO247 N & LS Counseling Cross-Culturally  
**Credit:** 3 credit hours  
**Semester:** Fall 2022 (July 11<sup>th</sup>-Aug. 19) 6 weeks  
**Time:** Online Only  
**Professor:** Jan Larkins  
**Email:** jan.larkins@calvary.edu

## I. DESCRIPTION

A study of cultural issues related to cross-cultural biblical counseling. This course will include a review of cultural self-awareness, ethnic groups, lifestyle traditions and changes, and counseling in culturally diverse situations. (**Prerequisite: CO244 Introduction to Biblical Counseling**).

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

### A. General competencies to be achieved:

1. Increase personal awareness and sensitivity to social and cultural differences (PLO 1, 3).
2. Enhance their ability to effectively minister to those of another cultural background (PLO 3, 5).
3. Identify the commonalities that humans share regardless of culture or background (PLO 3).
4. Appraise the cultural factors that may be part of a counseling situation, including different worldviews and value systems (PLO 1, 4, 5).
5. Compare the effect of Christianity on culture with other influences (PLO 1, 4, 5).

### B. Specific competencies to be achieved:

1. Define the term *culture* and identify cultural norms and values in various cultures (PLO 1).
2. Identify significant differences and cultural diversity that counselors will find in a variety of ethnic groups transformation (PLO 3, 5).

3. Identify challenges for Christians counseling in a cross-cultural setting, either in this country or abroad, with people of other cultural backgrounds (PLO 4, 5).

### III. REQUIREMENTS

#### A. Written Assignments

**Reading Journals:** (Three (3) pages each) the student will give the main points of the chapters read and reaction/reflection on the reading. The student will also share his/her own thoughts or opinions about the subject of the material. The student will also share how this information might be used in his/her own life (or not), and why. The personal reflection section may be written in the first person. **There will be a total of four (4) journals.** Each journal will be worth 50 points (GC 1, 4; SC 1, 3).

**Case Study/Vignette Participation:** In class the professor will discuss various scenarios using vignettes that may occur during counseling another culture. The students will break up into teams (or operate as one team if they are only a small amount of students in class) is to participate in addressing the counseling issue the professor mentions within the scenario using information from the book, the lectures, and other information. **Online Students:** They will write a 3-5 page paper for each case study/vignette briefly describing the scenario and the presenting problem, and how they would address each problem using the information from the readings, lectures, and other material. **There will be a total of four (4) cases studies/vignettes.** Each of these case study/vignette presentations is worth 100 points (GC 1, 4; SC 1, 3).

**Cultural Research Project:** (Five to seven (5-7) pages each **for each culture**) the student will choose three ethnic or cultural groups as provided by the instructor. The student will cover issues a counselor should be aware of if he or she were to counsel members of this group. The student in this project will also identify the group's cultural values and cultural orientations. Furthermore, the students will identify aspects of their cultural worldview that must be replaced with a biblical worldview. The student will also include differences between each of the cultures that are examined, and a comparison of these cultures to American/Western culture. In addition, the student will develop an approach to how they would counsel each of these specific cultures that are examined. **The whole project is worth 500 points** (GC 1, 4; SC 1, 3).

#### C. Exams and Quizzes

There will be a final exam that will cover material taught in all textbooks. The quizzes will consist of fifty (50) questions consisting of 2 points each. **The final exam is worth 100 points.**

#### **D. Class Behavior**

Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**

#### **E. Class Participation**

**Campus/Livestream Students:** Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight week cycle. **Each class participation session is worth 25 points.**

**Online Students:** The online student is to watch the recording and answer the questions provided by his/her professor (as this counts for class participation). They are to be completed and uploaded on Canvas before the next class session. If a student fails to complete this assignment within the due date he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight week cycle. **Each class participation session is worth 25 points.**

#### IV. METHODS

##### A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Research and writing
4. Projects and Presentations

##### B. Grading

1. Weight given to each assignment
 

|   |        |     |
|---|--------|-----|
| Reading Journals <i>50pts each</i>      | 200pts | 20% |
| Case Studies/Vignette <i>50pts each</i> | 200pts | 20% |
| Cultural Research Project               | 500pts | 50% |
| Exam                                    | 100pts | 10% |

**Grading Scale**  
 Grade Value Grade Point Value  
 Per Semester Hour

|    |        |     |
|----|--------|-----|
| A  | 100-93 | 4.0 |
| A- | 92-90  | 3.7 |
| B+ | 89-87  | 3.3 |
| B  | 86-83  | 3.0 |
| B- | 82-80  | 2.7 |
| C+ | 79-77  | 2.3 |
| C  | 76-73  | 2.0 |
| C- | 72-70  | 1.7 |
| D+ | 69-67  | 1.3 |
| D  | 66-63  | 1.0 |
| D- | 62-60  | 0.7 |
| F  | 59-0   | 0.0 |

#### V. MATERIALS

##### A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

## B. Required Textbooks

Elmer, Duane. 2002. *Cross-Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove, IL: IVP. ISBN-13: 9780830823093. Retail price: 10.00. Kindle version available.

Lane, Patty. 2002. *A Beginner's Guide to Crossing Cultures: Making Friends in a Multi-Cultural World*. Downers Grove, IL: IVP. ISBN-13: 9780830823468. Retail price: 10.00. Kindle version available.

Lingenfelter, Sherwood G. and Marvin K. Mayers. 2016. *Ministering Cross-Culturally: A Model for Effective Personal Relationships*. Grand Rapids, MI: Baker. ISBN-13: 9780801026478. Retail price: 8.00. Kindle version available

**Note: It is your responsibility as a student at Calvary University to have your textbooks *before* class begins so that you are able to complete all of the readings assigned. Please make sure that you have all of your assigned textbooks prior to the start of class. Failure to have your assigned textbooks at the start of the class will result in receiving a zero for every assignment that must completed**

Selected Readings, which will be passed out by the instructor.

## VI. CLASS POLICIES

### Academic Dishonesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

### Writing Style

All class papers must follow the APA style according to the Publication Manual of the American Psychological Association, 7th edition.

### Late Work

Papers, projects, etc. are due at the class period assigned. Unless under an emergency or under extreme circumstances, which will be determined at the discretion of the instructor. **No late work will be accepted.**

### Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

### **Learning Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## VII. TENTATIVE COURSE SCHEDULE

| Dates   | Assignments Due   | Class Topics   |
|---------|---|--|
| Week #1 | <p><b>Reading Journal</b></p> <p><b>Lecture &amp; class discussion on the reading</b></p>   | <p>Discussion of on <i>Cross Cultural Connections</i> (Chaps. 1-4)</p> <p>Discussions on <i>A Beginners Guide To Crossing-Cultures</i> (Chaps. 1-3)</p> <p>Discussions on <i>Ministering Cross-Culturally</i> (Chaps. 1-2)</p>     |
| Week #2 | <p><b>Reading Journal</b></p> <p><b>Case study/vignette due (In class assignment).</b></p> <p><b>Lecture &amp; class discussion on the reading</b></p>  | <p>Discussion of on <i>Cross Cultural Connections</i> (Chaps. 5-9)</p> <p>Discussions on <i>A Beginners Guide To Crossing-Cultures</i> (Chaps. 4-6)</p> <p>Discussions on <i>Ministering Cross-Culturally</i> (Chaps. 3-4)</p>     |
| Week #3 | <p><b>Reading Journal</b></p> <p><b>Case study/vignette due (In class assignment).</b></p> <p><b>Lecture &amp; class discussion on the reading.</b></p> | <p>Discussion of on <i>Cross Cultural Connections</i> (Chaps. 10-14)</p> <p>Discussions on <i>A Beginners Guide To Crossing-Cultures</i> (Chaps. 7-9)</p> <p>Discussions on <i>Ministering Cross-Culturally</i> (Chaps. 5-6)</p>   |
| Week #4 | <p><b>Reading Journal</b></p> <p><b>Case study/vignette due (In class assignment).</b></p> <p><b>Lecture &amp; class discussion on the reading.</b></p> | <p>Discussion of on <i>Cross Cultural Connections</i> (Chaps. 15-20)</p> <p>Discussions on <i>A Beginners Guide To Crossing-Cultures</i> (Chaps. 10-11)</p> <p>Discussions on <i>Ministering Cross-Culturally</i> (Chaps. 7-8)</p> |
| Week #5 | <p><b>Reading Journal</b></p> <p><b>Case study/vignette due (In class assignment).</b></p> <p><b>Lecture &amp; class discussion on the reading.</b></p> | <p>Discussion of on <i>Cross Cultural Connections</i> (Chap 21)</p> <p>Discussions on <i>A Beginners Guide To Crossing-Cultures</i> (Chap. 12)</p> <p>Discussions on <i>Ministering Cross-Culturally</i> (Chap. 9)</p>             |
| Week #6 |   | <p>Cultural Project DUE</p> <p>Final Exam DUE</p>  |