**PSY5120 Social and Cultural Issues**

**Reformed Theological Seminary**

Fall, 2020 - Jackson

3 Credit Hours

**Instructor**

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| Michael Hillerman, MA, LPC-S, PhD Student  **Contact Information:**  (C) 601-874-3829  mhillerman@rts.edu | **Office Hours:**  The hour after each class session, or by appointment **Class meeting times:**  TBD  **Location**  SC1 & Zoom |

**Course Description**

This course exposes students to the psychosocial similarities, differences, and adversities that exist among people groups and to encourage the development of (1) a healthy awareness/understanding of people both inside and outside the student’s frame of reference, (2) an understanding of his/her own learned and socially prescribed attitudes and beliefs concerning “others,” and (3) a multidimensional contextual framework for understanding people and providing counseling services.

**Course Objectives (Knowledge and Skill Outcomes)**

Students will demonstrate comprehension of the follow (CACREP standards in parenthesis):

1. **Multicultural Characteristics** - Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2.F.2.a, 5.C.2.j)
2. **Theories and Models of Multicultural Counseling** - Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2.F.2.b, 5.C.2.j)
3. **Multicultural counseling competencies** (2.f.2.c, 5.C.2.j)
4. **Culture’s impact on views of others** - The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.f.2.d, 5.C.2.j)
5. **Power and Privilege** - The effects of power and privilege for counselors and clients (2.f.2.e, 5.C.2.j)
6. **Help-seeking behaviors of diverse clients** (2.f.2.f, 5.C.2.j)
7. **Spirituality** - The impact of spiritual beliefs on clients’ and counselors’ worldviews (2.f.2.g, 5.C.2.j)
8. **Barrier Elimination** - Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.f.2.h, 5.C.2.j)

**Assignments (Student Performance Evaluation Criteria)**

1. **Complete assigned reading and Weekly Reading Questionnaire (WRQ).**  **(20% of grade).** In order to be fully prepared to most fully engage in class, students are expected to keep up with course reading throughout the semester. Towards this end, students will complete a questionnaire each week that includes prompts for reflection and synthesis of reading and space to generate questions stemming from reading, and time spent completing the WRQ. Questions generated by students may be used in classes to carry dialogue from reading into the classroom. Each week, the professor will post the WRQ prompt on Canvas. Additionally, students will complete a self-report of reading percentage completed each week. Both are to be turned in on Canvas by Wednesday at 11.30 PM.
2. **Participation and Attendance (15% of grade).** This class is experiential and participatory. Towards this end, class time will be designated each week to complete a class reflection. Class reflections will include factual reflections and affective/emotive reflections and should minimally be 2-4 pages (APA Double-Spaced). Students will receive an APA Template for class reflections each week via canvas. Because a course on social and cultural issues often surface numerous and diverse feelings, these reflections will give the professor a means of tracking what each student is experiencing within the context of class.
3. **Cross Cultural Interview Project (15% of grade).** This project consists of conducting one interview with an individual who is not from your cultural/ethnic group and using information from the interview to articulate your understanding of similarities and differences between their worldview and yours. Guidelines for the project:
   1. Avoid cultural matching (i.e., do not interview individuals of an ethnic/racial group of your same background. Do not select a person just on the basis that he or she is of the opposite gender from you).
   2. In the interview process:
      1. Watch your non-verbal communication.
      2. Be aware of ethical issues (e.g. inform your interviewees and get permission if you will be recording, taking notes, etc.; provide confidentiality if requested; etc.).
      3. Use discretion in choosing your topics. Avoid topics that are not germane (e.g. sex life), and issues that might be too personal (e.g. divorce or trauma). Remember – you are not counseling the person you are interviewing.
      4. You may find the “Culture-centered Interview Guide” a helpful resource in asking questions to obtain information about such things as the person’s social customs, family life, housing, clothing, food, employment, political patterns, religion and folk beliefs, economics, arts, and value systems. This is available on Canvas.
   3. The paper itself:
      1. Includes a personal and historical background of the person as a member of a particular people group(s).
      2. The person’s experiences in the U.S. of institutional barriers or other special problems/issues resulting from their minority status (e.g. barriers or problems with the education system, resource availability, government, employment, housing, health care, transportation, relations with police, family issues, etc.). Institutional barriers are policies, procedures, or situations that systematically lead to disadvantage or discrimination (as related to age, ability, national origin, race, religion, gender, sexual orientation, etc.). Address how they have responded to this disadvantage or discrimination.
      3. The person’s perceptions of his/her own and his/her group’s relation to the dominant society.
      4. Your assessment of their degree of assimilation/acceptance/acculturation (Use the identity development material discussed in class).
      5. Your write-up should be in narrative form. It should not be written with a Q & A transcript format.
      6. Use pseudonyms in the write-ups.
      7. This interview needs to be conducted separately from the other assignments.
      8. This write-up should be no less than 5 pages in length.
4. **Cultural Immersion Experience (15% of grade):** attend an event or visit a setting in which the cultural or minority composition of the event or setting represents a people group(s) other than your own and write a paper about this experience. Guidelines for the project:
   1. Examples of this cultural awakening experience may include such activities as walking through a community, visiting a place of worship, attending a community meeting, attending a cultural festival or gathering, visiting a retirement home, spending time in a social service agency or ministry center, etc. Note: the event must be approved by the professor prior to attending it. Not receiving approval will result in a grade of “0” for the assignment.
   2. This should not be an event or setting with which you have had previous involvement.
   3. The amount of time spent with this group should be no less than three hours. These three hours may be in one block of time or can be broken into smaller time segments.
   4. Any event you attend must be presented, at least in part, in a language that you speak fluently.
   5. You are to attend to the experience both internally (heightened awareness) and externally (attend to observed behavior and meanings). Part of the intent of this assignment is to put you in the place of experiencing what it is like to be a minority amongst persons that are culturally, ethnically, or racially different than you. So if you feel comfortable in this setting, you are not fulfilling the intent of this assignment.
   6. You may go into these contexts with one other students, but you must independently write your own report.
   7. Do not attend an event if you believe there is a safety risk involved.
   8. Write about your experience shortly after your attendance at the event(s). Waiting to write diminishes your recall and risks losing important information. Do not write in the presence of the group members or during the event itself but wait until you get home to write. Keep material in chronological order.
   9. The paper itself:
      1. Write about the event or setting you attended. Describe the physical setting, the people that were present, the mood of the people, etc.
      2. Write about your observations of and internal responses to the people and the setting. What do you see, taste, feel, smell, hear. Ask yourself questions like, “What things are going on?,” “Who is doing what?,” “How do I feel about it?,” ”How does it affect me?,” “How are they responding to me?” Be descriptive and elaborate in your journal. Rather than assuming anything, capture it while it is fresh in your mind.
      3. Write about your level of involvement. Reflect on questions like, “What was my involvement?,” “How much was I involved?,” “Did I appear to have an impact on the group or setting?,” and “How did I feel about my involvement?”.
      4. Write your reflections or hypotheses as to how your worldview is similar or contrasts with this people group.
      5. What are the implications of this for counseling with persons from this people group?
      6. This write-up should be no less than 4 pages in length. Conclude your paper with a sentence stating the number of hours you spent at the event(s) or in the setting.
5. **Classroom Presentation (15% of grade).** Students will be put into small groups and assigned a specific minority people group to study. Each group will make an in-class presentation reporting their findings. Guidelines for presentations:
   1. Answer the following questions:What has been the historical experience of this people group in the U.S.? Discuss how the history has led to:
      1. the development of normative behaviors/relational patterns of the group.
      2. their immediate social problems and needs.
      3. specific issues caused by economic, social, and educational deprivation/disadvantage.
   2. What are the core cultural values of the group (include aspects of their worldview, the role of family and of religion)?
   3. How may cultural values/historical experiences affect the group’s perception of counseling?
   4. What approaches, strategies, and techniques have been shown to be effective when working with this people group?
6. Presentations should be 75 minutes in length
7. Make sure your presentation is balanced such that you address the four questions above.
8. You may (but do not have to) use brief video clips or music, but they must be clearly tied to the point you are trying to convey.
9. DO NOT invite a guest speaker for your presentation.
10. When presenting statistics, they must be as up-to-date as possible.
11. Demonstrate evidence of research outside of class readings.
12. Within the groups, each student should contribute equally to the development and presentation of the presentation.
13. Create a PowerPoint presentation for your in-class presentation.
14. One group member must submit an electronic copy of your PowerPoint presentation with a bibliography of at least 5 references to your Canvas account by the date of your presentation.
15. **Cultural Identity Analysis**. One aspect of becoming a culturally competent counselor is developing an understanding of one’s self as a cultural being. This exercise is intended to help you name some unique elements of your cultural/ethnic/racial identity. Reflect on your personal life experiences and relationships and how they have shaped how you define this identity.
16. List 5 aspects of your cultural/ethnic/racial identity (e.g., nationality, ethnicity, gender, race, religion, social class, generation, locality, class, education, profession, family and political attitudes, etc.) that are significant to you.
17. List 5 stories/experiences by which you can help others understand the formation and importance of these aspects of your cultural/ethnic/racial identity.
18. How will these affect your ability to work with others who are not like you on this diversity construct?

**Methods of Instruction**

Students will learn through in-person and/or online lecture. Each class will be available both in-person and simultaneously online via Zoom. Students must follow RTS policies related to COVID-19 infection or exposure and avoid attending in-person class when they have been exposed to a person infected with COVID-19 or have themselves tested positive. Student will also learn via video, exercises, class discussion, small group interactions, student presentations, guest lectures, cross-cultural immersion experiences and interviews, and self-assessment exercises.

**Required Materials**

1. Emerson, M. O., & Smith C. (2001). Divided by faith: Evangelical religion and the problem of race in America. Cary, NC: Oxford University. ISBN: 978-0195147070
2. Fessler, P. (2008). What’s wrong with multiculturalism: Christian scholars and cultural diversity. Pro Rege.36(3), 1-11. Available on Canvas.
3. Hud-Aleem, R. & Countryman, J. (2008). Biracial identity development and recommendations in therapy. Psychiatry. 5(11), 37-44. Available on Canvas.
4. Lee, C. (2013). Multicultural issues in counseling: New approaches to diversity (4th ed.). Alexandria, VA: American Counseling Association. ISBN: 978-1556203138
5. McNeil, J. D. & Pozzi, C. (2007). Developing multicultural competency. In R. J. Priest & A. L. Nieves (Eds.), This side of heaven: Race, ethnicity, and Christian faith (pp. 81-94). Oxford, England: Oxford University Press. Available on Canvas
6. Tatum, B. D. (2017). Why are all the Black kids sitting together in the cafeteria? And other conversations about race (3rd ed.). New York, NY: Basic Books. ISBN: 978-0465060
7. Wilcox, B. D. (2004). Soft patriarchs, new men: How Christianity shapes fathers and husbands. Chicago: University of Chicago Press. Selected excerpts available on Canvas
8. Yarhouse, M. A. (2010) Homosexuality and the Christian: A guide for parents, pastors, and friends. Bloomington, MN: Bethany House Publishers. ISBN: 978-0764207310

**Optional Materials**

1. American Psychological Association (APA). (1993). Guidelines for the providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.
2. American Psychological Association. (2002). Guidelines on multicultural education, training, research, practice, and organization change for psychologists. Retrieved from <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>
3. American Psychological Association. (2011). Guidelines for psychological practice with Lesbian, Gay, and Bisexual Clients. Retrieved from <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>
4. Gilligan, C. (1993). *In a different voice: Psychological theory and women’s development.* Cambridge, MA: Harvard University Press.
5. McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom,* July/August, 10-12.

**Course Process and Schedule**

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| **Lec. ID** | **Date** | **Topic** | **Reading Due** | **Assignments Due** | **CACREP Standard** |
| L1 | 8/27 | 1. The culturally competent counselor/What is multicultural counseling?/Barriers | 1. Fessler  2. McNeil & Pozzi  3. Lee, Chs. 1-2 | A1. WRQ #1  A2. Reflection  Small Group Assignment #1 | 2.F.2.a-c, e  5.C.2.j |
| L2 | 9/3 | 2. Key Concepts: culture, ethnicity, race | 1. Emerson & Smith, Ch. 1  2. Tatum, Prologue through Ch. 1 | A1. WRQ #2  A2. Reflection | 2.F.2.a-c, e  5.C.2.j |
| L3 | 9/10 | 3. Key Concepts: worldview, enculturation, acculturation, assimilation, immigration, nationality, generational status | 1. Emerson & Smith, Ch. 2  2. Tatum, Ch. 2 | A1. WRQ #3  A2. Reflection | 2.F.2.a-c, e  5.C.2.j |
| L4 | 9/17 | 4. Key Concepts: appropriation, prejudice, racism, discrimination, oppression, microaggressions, privilege, encapsulation, ethnocentrism, alloplastic vs. autoplastic, emic vs. etic | 1. Emerson & Smith, Ch. 3  2. Tatum, Ch. 3 | Small Group Assignment #2 | 2.F.2.a-c, e  5.C.2.j |
| L5 | 9/24 | 5. Cultural Identity Development | 1. Emerson & Smith, Ch. 4  2. Tatum, Chs. 4-7  3. Hud-Aleem & Countryman | A1. WRQ #4  A2. Reflection  A3. Cross Cultural Interview  Small Group Assignment #3 | 2.F.2.b,c,e  5.C.2.j |
| L6 | 10/1 | 6. Gender and Sexism | 1. Lee, Chs. 9 & 10  2. Wilcox | A1. WRQ #5  A2. Reflection  Small Group Assignment #4 | 2.F.2.a,d,f,h  5.C.2.j |
| L7 | 10/8 | 7. Sexual Orientation | 1. Lee, Chs. 12 & 13  2. Yarhouse, All (Butterfield, Hill, DeYoung ) | A1. WRQ #6  A2. Reflection | 2.F.2.a,d,f,h  5.C.2.j |
| L8 | 10/15 | 8. Social Class | 1. Lee, Ch. 16 | A1. WRQ #7  A2. Reflection  Small Group Assignment #5 | 2.F.2.a,d,f,h  5.C.2.j |
| L9 | 10/22 | 9. Disability, Ableism, Ageism | 1. Lee, Chs. 11, 14, & 15 | A1. WRQ #8  A2. Reflection  A4. Cultural Immersion | 2.F.2.a,d,f,h  5.C.2.j |
| L10 | 10/29 | 10. African and African-American Descent | 1. Tatum, Chs. 8-9  2. Lee, Ch. 4 | A5. Group One Presentation | 2.F.2.a,c,f,h  5.C.2.j |
| L11 | 11/5 | 11. Asian and Pacific Island Descent | 1. Lee, Ch. 5 | A5. Group Two Presentation | 2.F.2.a,c,f,h  5.C.2.j |
| L12 | 11/12 | 12. Latin Descent | 1. Lee, Ch. 6 | A5. Group Three Presentation | 2.F.2.a,c,f,h  5.C.2.j |
| L13 | 11/19 | 13. Middle Eastern Descent | 1. Lee, Ch. 7 | A5. Group Four Presentation | 2.F.2.a,c,f,h  5.C.2.j |
|  | 11/26 | Holiday |  |  |  |
| L14 |  | 16. Spiritual Diversity, Advocacy, Social Justice, Future Directions | 1. Lee, Chs. 18 & 19  2. Tatum, Ch. 10 | A1. WRQ #9  A2. Reflection  A6. Cultural Identity Analysis | 2.F.2.b,g, 5.C.2.j |

**Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Policy.** If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

**Access to Research Database.** RTS provides Jackson MFTC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy.** Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation.** Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, both by work assigned and evaluation method used. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

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| --- | --- | --- | --- | --- |
| **CACREP Standard(s)** | **Course Objective** | **Material** | **Lecture** | **Assignment / Evaluation** |
| 2.F.2.a, 5.C.2.j | CO1. Multicultural characteristics—Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. | M1. (whole book)  M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16) | L1-L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A4. Cultural Immersion  A5. Classroom presentations  A6. Cultural Identity Analysis |
| 2.F.2.b, 5.C.2.j | CO2. Theories and models of multicultural counseling—Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. | M4. (Chs. 2, 4, 5, 6, 7, 11, 12, 13, 14, 16)  M6. (whole book)  M8. (whole book) | L1-L5, L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A6. Cultural Identity Analysis |
| 2.f.2.c, 5.C.2.j | CO3. Multicultural counseling competencies. | M6. (Ch. 2)  M5. (pp. pp. 81-93)  M8. (whole book) | L1 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A4. Cultural Immersion  A5. Classroom presentations  A6. Cultural Identity Analysis |
| 2.f.2.d, 5.C.2.j | CO4. Culture’s impact on views of others—The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. | M1. (whole book)  M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16)  M5. (pp. pp. 81-93)  M6. (whole book) | L1-L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A4. Cultural Immersion  A5. Classroom presentations |
| 2.f.2.e, 5.C.2.j | CO5. Power and privilege—The effects of power and privilege for counselors and clients. | M1. (whole book)  M4. (Ch. 16)  M6. (whole book) | L4 | A1. Assigned readings and readings report  A2. Attendance and participation report |
| 2.f.2.f, 5.C.2.j | CO6. Help-seeking behaviors of diverse clients. | M4. (Chs. 2, 4, 5, 6, 7) | L6-L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A5. Classroom presentations  A6. Cultural Identity Analysis |
| 2.f.2.g, 5.C.2.j | CO7. Spirituality—The impact of spiritual beliefs on clients’ and counselors’ worldviews. | M1. (whole book)  M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16)  M5. (pp. pp. 81-93)  M6. (whole book) | L1-L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A4. Cultural Immersion |
| 2.f.2.h, 5.C.2.j | CO8. Barrier elimination—Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | M1. (whole book)  M4. (Chs. 4, 5, 6, 7, 11, 12, 13, 14, 16)  M5. (pp. pp. 81-93)  M6. (whole book) | L1-L17 | A1. Assigned readings and readings report  A2. Attendance and participation report  A3. Cross Cultural Interview  A4. Cultural Immersion  A5. Classroom presentations  A6. Cultural Identity Analysis |

\* Textbook chapters are denoted in parenthesis

**Rubric for Classroom Presentation (A5)**

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| **Criteria** | **Points Possible** | **Course Objectives** |
| **Historical Experience**.  What has been the historical experience of this minority group in the U.S.? Discuss how this history has led to:   * + the development of normative behaviors/relational patterns of the group.   + their immediate social problems and needs.   + specific issues caused by economic, social, and educational deprivation/disadvantagement. | 30 | CO1,4-8 |
| **Core Cultural Values**.  What are the core cultural values of the group (e.g., their worldview, the role of family and of religion, etc.) | 10 | CO1,4,6-8 |
| **Perception of Counseling.**How may cultural values/historical experiences affect the group’s perception of counseling? | 10 | CO1-8 |
| **Effective Treatment.**  What approaches, strategies, and techniques have been shown to be effective when working with this people group? | 10 | CO2,3,6 |
| **Presentation Length** | 20 | CO1-8 |
| **Documentation.** Documented Proof of Research/APA cited sources (at least 5) | 20 | CO1-8 |



**Course Objectives Related to MAC\* Student Learning Outcomes**

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| --- | --- |
| Course: PSY5120 Social and Cultural Issues | Campus: Jackson |
| Professor: Michael Hillerman | Date: 08/04/2020 |

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| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | Knowledge of multicultural issues is needed to be an effective counselor and informs ethics, career development, and advocacy. |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Strong | This course was designed to be the primary course meeting this student learning outcome. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | Minimal | Knowledge of the impact of multicultural differences on human development is addressed |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | Minimal | The impact of racism on career development is addressed. |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Moderate | Culturally competent counseling modalities are addressed during this class. |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | None | None |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation. | None | None |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | None | None |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Moderate | Approaches to working with multicultural clients are addressed. |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Moderate | Integration of biblical and multicultural concepts is woven throughout the course |
| **Sanctification** | Demonstrates a love for the triune God. | Moderate | Knowledge God’s intentional creation of diverse people groups helps students to deepen their love for God and his people. |