CONTACT INFORMATION
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COURSE DESCRIPTION
This 8 week online course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures and personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about cultural specific issues will be addressed including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation and disability.

COURSE OUTCOMES

- To cognitively and intuitively understand the various complex dimensions of different cultures with sensitivity, respect and appreciation.
- To gain insight into how to best counsel and disciple people from diverse cultures.
- To acquire objective and subjective knowledge about the specific skills associated with multicultural counseling.
- To apprehend a broad theoretical base regarding the counseling skills necessary to address the mental health needs of diverse clients, which will involve a concentration on prevention, intervention and crisis management.
REQUIRED BOOKS


ONLINE EDUCATIONAL ASSUMPTIONS
The on-line courses available through Grand Rapids Theological Seminary were designed according to the learning paradigm. This paradigm shifts the focus from teaching to learning and places greater authority and responsibility upon the learner. The role of a course instructor is not primarily to impart their knowledge, but to create valuable learning experiences utilizing diverse resources and educational methods. Success within this paradigm and in on-line learning requires significant student initiative, discipline, and commitment. On-line learning is not for everyone, since it assumes greater levels of student ownership and engagement in the teaching and learning process.

MOODLE REQUIREMENT
All posts and assignments for Dr. Mueller-Bell must be submitted through Moodle. No hard copies or emailed assignments will be accepted. All grading will be calculated through Moodle as well.

INTERACTIVITY REQUIREMENT
Threaded discussions are a required aspect of all GRTS graduate level on-line courses. Each course will differ in the frequency and nature of interaction. There are two types of on-line interaction: synchronous and asynchronous. Synchronous interaction consists of on-line discussions that occur in real time and at the same time. Asynchronous interactions consist of on-line interaction over an extended, and sometimes defined, period of time.

There are two types of on-line posts: original posts and response posts. Original posts should include the student’s reflections on the theoretical content, meaning, relationships of ideas, and implications of course material. Original posts should be insightful, substantive, inquisitive, and reflective in nature. Typically, original posts will be crafted as responses to a set of discussion questions posed by the course instructor, questions
designed to foster reflection and dialogue. Response posts are offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion. There will be 2 discussion questions posed by the instructor each week except for the first week and the week that your final paper is due. You will be expected to write and submit an original post for each of the 2 discussion questions each week and a response post to 2 of your fellow students for each discussion question. Therefore, each week you are required to submit 2 original posts to the discussion questions and a total of 4 response posts to fellow students. The weekly schedule consists of a deadline of Wednesday by 11:55pm for your original posts to the 2 discussion questions and Sunday by 11:55pm to respond to 2 of your fellow students’ posts for each of the discussion questions. If the posts are submitted past these deadlines then no credit can be given for those late posts. The key to online learning is to be organized, disciplined and prompt with weekly deadlines.

All on-line interactions should be substantive, succinct, and grammatically accurate. By substantive, we do not mean extended descriptions of personal opinion and personal experience. Nor do we mean comments that lack coherence and critical reflection. By substantive, we mean comments that are reflective and insightful, coherent, theoretically informed, and link theory to practice. All original posts must adhere to APA (American Psychological Association) format guidelines as defined in the required APA format guide. By succinct, we mean that original posts should be between 250-300 words and response posts need to be between 150-200 words per post, unless otherwise defined within the given course. Original posts should always be written in the 3rd person to ensure objectivity and response posts to your peers can be written in the first person in order to promote a more personal academic dialogue. Finally, all posts should be grammatically clean, which requires editing before the post is submitted. The interactivity grade for the course will be determined based on the number of posts as well as the character of the post (i.e., substantive, succinct, and grammatically accurate).

EVALUATION

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ASSIGNMENTS:
- Online Discussions 40%
- 3 Book Reviews 30% (10% each)
- Final Research Paper 30%

Total 100%
Assignment Descriptions: (Deadlines for the Book Reviews and Research Paper are listed in the course schedule. Please submit all Book Reviews and the Research Paper through Moodle.)

♦ **Course Participation**: 2 Original Posts to Discussion Questions per week beginning in week 2 are required. 4 Response Post per week when discussion questions are posed are required to receive credit for course participation.

♦ **Book Reviews** (3): A narrative review of the books entitled (1) *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, (2) *Psychology, Poverty and the End of Social Exclusion* and (3) *Warrior Princess* must include at least a 5 page summary. The content must include a summary of each book and a contemplative critique of the book from a Christian worldview perspective as the content relates to multicultural counseling. Please reference scripture within your critique and insights from the required weekly readings from the textbook by Sue and Sue.

♦ **Research Paper** (1): The body of the paper is to be at least 12 pages (double spaced) relying on at least 12 books, 12 professional journal articles, the integration of scripture and no more than 1 internet source. The paper needs to include a title page, an abstract page, table of contents, then the body of the paper as well as a reference page, which should be your last page. Therefore, your paper will need to be at least 16 pages long to include each of the required parts of the paper. Please do not exceed 20 pages for the total pages for this paper. All papers must be in APA format according the 6th Edition of the APA Publication Manual. The topic needs to involve a particular area of interest to the student concerning issues related to multicultural counseling. Please use gender inclusive language and refrain from any tendency to stereotype various people in diverse cultures. You are encouraged to point out potential trends in diverse cultures but discouraged from ever generalizing anything about particular cultures that could perpetuate stereotypes. Late papers will be accepted with a 5-point deduction per day. If a student experiences a valid emergency, which can be verified from a Physician or medical or mental health professional, a student can request an extension and no points will be deducted. Please do not request extensions due to regular life circumstances.

**Course Participation:**
You are required to participate in the Online interaction threaded discussion forum. Respond to the following discussion questions in the online threaded forum after completing the assigned readings.

**Week 1**
**No Discussion Questions for Week 1**
Assignments: Please send an email to Dr. Bell confirming that you have received all the needed materials for the course and that you understand the syllabus and course requirements. Please include any questions you may have about the course and the expectations. Also, please introduce yourself in the general forum section to your fellow students through the online course room by telling everyone something about yourself including your program and what you hope to learn from this course.
Week 2
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
Week 3
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
(1st Book Review Due)
Week 4
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
Week 5
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
Week 6
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
(2nd Book Review Due)
Week 7
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
Week 8
Discussion Question # 1
Discussion Questions # 2
Response Post to 2 of your fellow students per question
(3rd Book Review Due)
(Final Research Paper Due)
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<th>Dates</th>
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<tr>
<td>Week 1</td>
<td><strong>Readings:</strong> Ch. 1 &amp; 2 of the required textbook by Sue and Sue</td>
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<td>learn from this course in the <strong>general forum section</strong> of the online course- room.</td>
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<td>Week 2</td>
<td><strong>Readings:</strong> Ch. 3 &amp; 4 of the required textbook by Sue and Sue</td>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td>Week 3</td>
<td><strong>Readings:</strong> Ch. 5-8 of the required textbook by Sue and Sue</td>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td>***1st Book Review of <em>Half the Sky</em> Due by Thursday by 11:55pm ***</td>
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<td>Week 4</td>
<td><strong>Readings:</strong> Ch. 9 &amp; 10 of the required textbook by Sue and Sue</td>
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<td><strong>Class Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td>Week 5</td>
<td><strong>Readings:</strong> Ch. 11 &amp; 12 of the required textbook by Sue and Sue</td>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td>Week 6</td>
<td><strong>Readings:</strong> Ch. 13-15 of the required textbook by Sue and Sue</td>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td>***2nd Book Review of <em>Psychology, Poverty and the End of Social Exclusion</em> Due</td>
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<td>by Thursday by 11:55pm ***</td>
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<td>Week 7</td>
<td><strong>Readings:</strong> Ch. 16-22 of the required textbook by Sue and Sue</td>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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| Week 8 | **Readings:** Ch. 23-26 of the required textbook by Sue and Sue  
**Course Participation:** 2 Original Posts and 4 response Posts  
***3rd Book Review of Warrior Princess Due by Thursday by 11:55pm***  
***Final Research Paper Due by Thursday by 11:55pm*** |

**OTHER INFORMATION**

**Technology Support**-
Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510), [http://www.cornerstone.edu/departments/information_systems](http://www.cornerstone.edu/departments/information_systems), or e-mail to technologysupport@cornerstone.edu

**Papers and Projects**-
Papers in Bible and Theology courses should be formatted and sources documented according to the *GRTS Guideline for Papers* (see sample footnotes and bibliography on p. 10-13). This guideline is based on the Turabian/Chicago Manual of Style and the *SBL Handbook of Style*.

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style.

To access these style guides in EaglesNest  
Go to [eaglesnest.cornerstone.edu](http://eaglesnest.cornerstone.edu)  
Select GRTS  
The *GRTS Guideline for Papers* and *APA Style Guide* are in the Quick Links menu under "Academic Writing Resources"

**Inclusive Language**- As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

**Copyright Violation and Plagiarism**- Copyright violation and plagiarism have serious ramifications for Cornerstone students, both legally (the former) and ethically (the latter).
Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website under “Research: Copyright Questions.”

Disability accommodation- The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

Email Communication- Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:
- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

Student Course Evaluation- In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-
based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Odyssey (see Lessons tab). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.