

Class time: Friday 6:00-10:00 PM Saturday 9:00-4:30 PM
Class dates: Feb. 14 & 15 / March 14 & 15 / April 11 & 12 / May 9 & 10

CONTACT INFORMATION

Instructor: Roni Pruitt
Office: Schuster 236
Office Phone: 807-5347
E-mail: rpruitt@ciu.edu

I. COURSE DESCRIPTION

In this advanced course, you will focus on the application of counseling and therapy skills in a multicultural and inter-cultural setting, including a focus on multicultural counseling and diversity issues as they relate to Marriage and Family Therapy issues. You will study the human needs in the world community in order to understand how messages relate to individuals and families with dramatically different circumstances. You will evaluate the person and role to the multicultural counselor in light of his or her theology, personal adaptation, communication and counseling skills. You will address the multicultural counselor in the professional roles of pastor, missionary, business person, professional counselor, marriage and family therapist. This course presupposes the validity and necessity of involvement in a multicultural job or ministry, whether within the United States or in another country. You must have a minimum of six months cross-cultural exposure in a international setting to enroll in this course.

II. COURSE OBJECTIVES

At the end of this course, the student should be able to do the following:

- A. Recognize, understand, develop sensitivity and celebrate the complexity and diversity of human culture through reading, classroom discussions and exercises.
- B. Identify his/her own cultural distinctives and perspectives, distinguishing both positive and negative aspects of his/her culture, and thus learning how to help diverse people without abandoning cultural integrity. Select written projects will enhance these tools.
- C. Compare and contrast broad cultural distinctives from around the world, and be able to distinguish the way culture defines and affects mental and spiritual health.
- D. Evaluate both Western and other culturally and ethnically diverse counseling models in light of reading and class discussion. Gain tools for comparing and contrasting them in light of cultural differences and values. He/she will be able to articulate the use of appropriate models in dealing with specific case studies.
- E. Develop a sensitivity and understanding of those who are different by way of disability, gender identity or age and be able to identify appropriate applications for these persons in a counseling setting.

III. COURSE TEXTS

Required

Lingenfelter, Sherwood G. and Marvin K. Mayers. *Ministering Cross-Culturally*. Baker Books.
Diller, Jerry V. *Cultural Diversity*. 3rd ed. Thomson & Brooks/Cole Publishers.

Optional

Sue, Derald Wing & David Sue. *Counseling the Culturally Different*, 4th or 5th ed. John Wiley & Sons.

IV. COURSE REQUIREMENTS

READING:

Students will be required to read approximately 1000 pages of assigned material. (50 hours of work) Readings are to be completed prior to class as preparation for the classroom topic. Completion of reading assignments will be reported on the final exam. All texts are on reserve in the library for student use. [See Appendix III]

Reading Guide: A guide is provided to assist students in their reading. The questions on the guide need to be completed in preparation for the final exam. [See Appendix IV]

Precompetency Reading: Students enrolling in the course with a deficiency in clinical or cross-cultural exposure will be asked to increase their competency in these areas with additional readings. The professor will assign these readings to select students as preliminary work to attending the course.

PAPERS AND PROJECTS:

Students will be required to complete the following writing assignments during the semester. No extensions will be granted on due dates without reflection in grade quality. A one-letter grade deduction will be made for each week of tardiness.

- A. Create an ethical / cultural genogram chart of your family's origins. The goal is to include 4 criterion of information on all known generations with 4 generations being the required minimum. [Writing Guide - Appendix I] (5 hours of work)

Write a paper analyzing your family's cultural identity, behavioral patterns, temperament traits, habits, personality distinctives, values and imprinting over multi-generations. This needs to be 6 pages in length, double-spaced. In the paper, describe your family's cultural world view and values with examples of how these are exhibited in your life. Attention is to be given to your family, their personal culture and how you have integrated these values into your life.

Relational pattern to subgroups will be explored and personal reflection on how it feels to be you with all of your personal distinctives.

[Writing Guide - Appendix I] (10 hours of work)

Due Friday, March 14

- B. Using interviews with a person of another culture and literary research about that culture, write a paper exploring the cultural values, and behavioral distinctives, of a culture different than your own. This paper should address appropriate counseling issues a cross-cultural counselor would need to know about the culture. The student is asked to design a cultural appropriate model for the select culture that demonstrates practical application. The paper needs to be 10 pages in length, double-spaced.

[Writing Guide - Appendix II] (25 hours of work)

Due Friday, April 11

Each student will be asked to give a 5 minute presentation noting the highlights of their interview. Interview partners are welcome to participate in the presentation.

FINAL EXAM:

There will be an integrative final exam using multiple choice and short essay testing methods. The essay portion of the exam will evaluate student's ability to demonstrate a practical model for counseling in select cultures.

Saturday, May 9

V. COURSE GRADING

Classroom attendance, participation and completion of reading assignments	10%
Genogram and Personal Cultural Identity paper	30%
Select Culture Research Paper	40%
Final Exam	20%

Grading Scale of the Graduate School

The grade "A" denotes academic skill was demonstrated beyond the requirements of this course. The letter grade "B" denotes the requirements of the course were met on a graduate level. "C" denotes the requirements were not met / lacked reflection of graduate level work.

Academic Integrity; students are expected to uphold the highest standards of academic integrity with regard to their own work, and as part of the university community, to support and confront others in maintaining a humble and godly sense of service, worship, and academic integrity.

Plagiarism (defined as three or more words), regardless of intent, is the presentation of words or ideas of another as one's own. When words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source, this constitutes plagiarism. Plagiarism and cheating will result in academic penalty, which may include failure of the assignment or of the course. Further disciplinary action may also result. If a student self-reports impropriety or cheating, the situation can be better assessed and ameliorated on a case-by-case basis.

Students with Disabilities

Students with physical, emotional, ADD/ADHD, or learning disabilities needing academic accommodation should contact the university's Academic Success Center to discuss your specific needs. Any information regarding your disability will remain confidential and will only be used to provide academic accommodations as necessary. Because many accommodations require early planning, requests for accommodations should be made as early as possible. The Academic Success Center is located in the Student Life Office in the Rossi Student Center or you may contact the Academic Success Director at (803) 807-5612 or academicsservices@ciu.edu.

Syllabus Change Policy: this is a guide for the course & subject to change without notice.

Class Attendance Policy:

Classroom attendance is essential to the learning process. This is a block course, therefore, missing two classes will consummate an automatic withdrawal from the course. **A student is not permitted to miss more than one class.** This course is attended by students from various degree programs and to enhance collegiality students will be asked to sit in alphabetical order. [Appendix III]

Electronic Media Use in Class

The use of a laptop computer, cell phone (whether for conversation or texting), pager, iPod or mp3 player, and all other electronic devices is prohibited during class. The only exception to this is for actual note taking; otherwise a student will be asked not to bring the device to class.

READING SCHEDULE

(A weekly reading schedule has been created to assist students, although this is a weekend course)

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
February 1 The Practice of Multicultural Counseling [Select the edition of Sue & Sue you have & read only the pages for that edition.]		
Introduction to Course		
The Attributes of Culture	Lingenfelter	9-51
	Sue & Sue (4 th ed)	102-121
	(5 th ed)	133-155
	(6 th ed)	177-207
<p>Questions and key concepts to focus on and deduct from the reading.</p> <p>1. What are the 2 factors listed that affect insight?</p> <p>1.</p> <p>2.</p> <p>2. What are the 2 factors that affect self-disclosure?</p> <p>1.</p> <p>2.</p>		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
February 8		
American Culture and the Diversity of American Regional Cultures	Stewart & Bennett	89-112
	Hall & Hall	3-31 139-182
<p>Complete the statement: P. 139</p> <p>"The U.S. is not a _____: ethnic groups persist." By Jackson Toby</p> <p>1. What are the 7 traits that are distinct about Americans that others observe? P. 140</p> <p>1. 5.</p> <p>2. 6.</p> <p>3. 7.</p> <p>4.</p> <p>2. Americans tend to be ethnocentric because of the following factors:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Complete the statement:</p> <p>"While the United States has absorbed millions of people from countries around the globe, the core culture of the United States has its roots in northern European or _____ - _____ culture."</p>		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
February 15		
The Historical Relationship of American & European Cultures	Diller (2 nd ed) (3 rd ed) (4 th ed)	150-158 158-175 200-220
Note: Family Genogram & Cultural Paper Due		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
February 22		
	Lingenfelter	81-104
	Sue & Sue (4 th ed) (5 th ed) (6 th ed)	123-150 157-182 209-232
<p>1. What are some of the characteristics that typify American culture?</p> <p>2. Study table 5.1 on page 143. What are the differences you note in the communication pattern of the 4 cultures? Note 3 differences.</p> <p>1.</p> <p>2.</p> <p>3.</p>		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
March 1 Overview of Culture and Cultural Awareness & What it Means to be Culturally Competent		
Women in Therapy	Lingenfelter	53-80
	Augsburger	17-28
<p>Questions and key concepts to focus on and deduct from the reading.</p> <p>1. How are culturally capable counselors distinguished by 5 measurable and teachable characteristics?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>		

2. Cultural encapsulation is defined in 3 points by Wren:

- 1.
- 2.
- 3.

3. List the 4 levels of cross-cultural awareness designed by Harvey.

- 1.
- 2.
- 3.
- 4.

4. Complete the “Boundary Checklist” and write a reflective sentence about where you are personally in comparative thinking skills. How do you assess your level of “thinking poor” / “thinking rich, “thinking male” / “thinking female” or thinking as an ethnic within an ethnic grouping.

	Diller (2 nd ed) (3 rd ed) (4 th ed)	1-27 1-38 9-32
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What are the 2 skills and their processes listed by Diller of awareness of one’s own cultural values and biases?

1. _____

2. _____

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
March 8 Men and Women in Cross-Cultural Therapy		
	Balswick	87-208
	Bernay & Cantor	139-161; 291-302
	Sue & Sue (3 rd ed only)	208-232
	Robbins	216-221
	Augsburger (skim read)	214-243
<p>1. What are the 5 beliefs that patriarchal societies hold regarding women:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>2. List the 9 features of nonsexist therapy.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
March 15 Counseling Persons with Disabilities		
	Lum	287-319
	Diller (2 nd ed) (3 rd ed) (4 th ed)	179-196 208-212 240-244

Part II of Course:

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
April 5 Counseling American Indians & Eskimos		
	Stewart & Bennett	113-14
	Sue & Sue (4 th ed) (5 th ed) (6 th ed)	309-325 345-357 379-391
Alcohol abuse is a common presenting problem among Native Americans; looking at figure 12.1 what are the implications that need to be explored?		
Counseling in a African-American Setting	Diller (2 nd ed) (3 rd ed) (4 th ed)	28-57; 197-215 39-54; 235-240 256-261; 225-228
	Rabin	192-199a
What are the strengths of African American families?		
	Sue & Sue (4 th ed) (5 th ed) (6 th ed)	293-308 331-343 365-377
The Jones model states there is an interaction of 4 factors that may be influencing the presenting problem, list the 4 factors.		
1.		
2.		
3.		
4.		
Note: Select People Group Project Due		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
April 12 Counseling in a Latin Setting		
	Diller (2 nd ed) (3 rd ed) (4 th ed)	159-178 190-194 225-228

	Sue & Sue (4 th ed) (5 th ed) (6 th ed)	343-361 375-388 409-423
<p>How is the Catholic religion integrated into the culture and what value statements are made that are rooted in Catholicism?</p>		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
April 19 Counseling in an Middle Eastern Muslim Setting		
	Diller (2 nd ed) (3 rd ed) (4 th ed)	106-128 112-134 289-293
	Rabin	68-79
	Hiebert	45-72
Counseling in an Asian Setting	Diller (2 nd ed) (3 rd ed) (4 th ed)	216-235 254-258 272-276
	Hiebert	73-92
	Sue & Sue (4 th ed) (5 th ed) (6 th ed)	327-342 359-373 393-406
<p>Identity issues are seen in second generation immigrants. Huang lists 4 levels of acculturation, please define those 4 levels below.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>		

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
April 26 Counseling in an African Setting		
	Lingenfelter	105-124
	Augsburger	313-345

1. List the 3 possibilities Draguns suggests concerning the nature of the relationship between a culture and the characteristic forms of mental disturbance.

1.

2.

3.

2. Read Augsburger's statement on his theology of suffering on pages 344-345. Below state your theology of suffering.

DUE DATE AND LECTURE TOPIC	AUTHOR	PAGES
May 3 Counseling Bicultural Persons in the Missions Context Counseling for Cross-Cultural Adjustment Issues		
	Jones & Jones	56-72; 134-165
	Powell	127-151
	Bowers	45-71; 154-163
Note: Exam		

Appendix I

GENOGRAM GUIDELINES

A genogram reflects an individual's genealogical heritage in a concise chart format. Students are asked to chart as many generations as possible to reflect their family heritage. Please chart **at least 4 generations**. Students are encouraged to **consult family members to collect information**. Family name origins can be found at: <http://www.searchforancestors.com/surnames/origin/> or <http://genealogy.familyeducation.com/family-names-surnames/meaning-origin>. Once the country of origin is identified, then Google for example "Irish name origins". Data bases exist to provide more information.

References to Include in the Chart

- 1) Ethnic origin (regional origins may be used)
- 2) Hometown or location of longest residence
- 3) Vocation or Occupation
- 4) Spiritual heritage (faith and/or denomination attended)

Reference Text or Samples:

Available in the Counseling Resource Room.

Students who are not Counseling Degree Majors should consult with classmates who are Counseling Majors on the design of a genogram.

FAMILY CULTURE PAPER WRITING GUIDE

This is an exercise that takes the student through a reflective process. The goal is for the student to build self-awareness of their family and personal culture.

In **6 written pages** examine your family culture and world view. Focus on how the family culture has been passed down through multi-generations. Note characteristics that have been developed and transferred over the generations.

Paper Outline:

- A. Description of your family and their heritage (1 page)
- B. Five family traits that were most valued (2 pages)
 Expound on how these traits are noted in various generations.
 Reference the handout given in class of exercises to define the traits.
- C. Cultural Experiences (2 pages)
 - Which subgroup(s) of people did your parents critique at home and what traits were criticized? (May include Social Class, Gender or Race)
 - Which subgroup(s) of people do you feel most critical towards?
 - Which subgroup(s) are the easiest for you to find connection with and you have appreciation for them? (Include cross-cultural experiences.)
- D. Experiencing Your Personal Culture (1 page)
 How does it feel to be you with your personal orientation to Social Class, Gender, Race or National Heritage?

Genogram & Family History Paper Evaluation

Name: _____
 Campus Box #: _____

Date Due: _____
 Date Turned In: _____

Genogram Chart

Design (clarity of layout)			
Poor 88% Difficult to read chart	Satisfactory 92% Clear to read	Above average 95% Very clear to read	Excellent 98% Crisp with detail Exceptional
Content (required information listed on chart)			
Poor 88% Some information missing	Satisfactory 92% A few details missing	Above average 95% All information included	Excellent 98% Beyond required information with much detail
Detail (number of generations charted)			
Poor 88% Limited information charted	Satisfactory 92% Four generations charted	Above average 95% Four generations extensively charted	Excellent 98% More than four generations with much detail

Family History Paper

Writing Style (grammar and flow of thought)			
Poor 88% Errors in sentence structure	Satisfactory 92% 1-2 typos Flow is rough	Above average 95% No typos Flow is good	Excellent 98% No typos Flow is exceptional
Content (defined multi-generational family traits)			
Poor 88% Limited information	Satisfactory 92% Defined and clear	Above average 95% Well defined with depth	Excellent 98% Well defined with depth and detail
Personal Application (family's and student's relation to subgroups, how it feels to belong to their personal culture)			
Poor 88% Limited information	Satisfactory 92% Defined and clear	Above average 95% Well defined with depth	Excellent 98% Well defined with depth and detail

80-82 C Rewrite
 83-85 B-

86-88 B
 89-91 B+

92-94 A-
 95-100 A

Grade for the project: _____

Appendix II

Select Culture Project Guidelines

Past	Present	Future
Information Gathering	Integration of Information	Application
1. Literary research	1. In writing integrate all	1. Design a cultural
2. Interview question preparation	resources	model to be applied

Chapter 1 Step I Past Orientation - Research & Information Gathering

1. Literary research: (minimum number of resources is 5)
Locate articles/books on the culture of your select people group. Special areas of interest will be information on the history, style of communication, the decision-making process, family structure and means of conflict resolution. Psychological, socio-logical and anthropological texts will contain this information. Use on online data search engines to locate articles and current research is encouraged.
As research is conducted, keep the following goals in focus:
 - a. What systems exist in the culture to resolve problematic issues?
 - b. How will a person from this culture respond in a counseling setting?
 - c. Which areas need clarification during the interview?
2. Interview
Interview a person from the select culture. Use the questions formulated from literary research. The goal is to gain in-depth information regarding the counseling process in the culture. Example:
 - a. What are anticipated therapy issues?
 - b. Who seeks assistance with problems in the culture and from whom?
 - c. Descriptive information of the flow of communication in therapy.
 - d. In what environment or setting is counseling conducted?

Chapter 2 Step II Present Orientation - Integration of Information

Integrate the information reflecting knowledge gained from the literary research and the interview. Demonstrate skill to think beyond the material by summarizing and defining inter-linking concepts and practices gleaned from various resources (research, interview & analytical deductions).

Chapter 3 Step III Future Orientation - Application

Create a strategy for how you, as a counselor, would enter this culture in a therapy mode. Give attention to a variety of issues:

- a. Where would your office be located?
- b. What type of clients would you anticipate to reach?
- c. What programs or issues would be focused on in therapy?

Step IV Class Presentation (Time Limit: 5-7 minutes)

Opportunity given to present the 3 most interesting points on his/her interview.

Select People Group Project Outline

I. Selection of a People Group:

This is a learning exercise & the people **must be a new culture for the student**.
The selection of the people group & interview partner **must be approved** first by the professor.

II. Selection of an Interview Partner:

This **must be a national** from that country (not someone who has lived there).
Key attributes to consider in selection: educational level, if person resides in a city, and if they have experienced the culture as an adult.

III. Outline of the Paper:

Past (2 pages)

- History of people & country.
- Issues about the setting & events that contribute to their world view.

Present (5 pages)

- Description & background of interview partner (age, gender, education, residence & exposure to Americans and your relationship to person).
- Report on interview.
- Integrate the information from reading with information interview gleaned when discussing cultural principles.

Future (3 pages)

Write a model how to counsel in the culture that includes:

- Targeted counseling issue(s)
- Location of office
- Décor of office
- How to advertise services to gain clients
- Culturally sensitive counseling techniques & applications that will be used.

Appendix

- List of interview questions that were used in the interview
- Interview process report (where interview was conducted, how long it lasted and how was information recorded)
- Bibliography (5 resources are minimum)

IV. Report on interview in class (5-7 minutes)

What were the 3 most important things you learned from the interview?

Select People Group Project Evaluation

Name: _____

Date Due: _____

Campus Box #: _____

Date Turned In: _____

1. Research & Writing Skills

Number of literary resources used				
1-2 86%	3-5 90%	6-7 93%	8-9 95%	10+ 98%
Written expression and grammar				
Poor 86% Errors in sentence structure	Satisfactory 90% 1-2 typos Flow is rough Average skill	Above average 93% No typos Flow is good Above average skill	excellent 98% No typos Flow is exceptional Excellent skill	

2. Past Orientation

History of the Country			
Poor 86% Partial coverage Lacks depth	Satisfactory 90% A clear history Some depth	Above average 93% A detailed history Has depth	Excellent 98% Highly detailed history High in depth
Integration of literary resources			
Poor 86% Intermixed	Satisfactory 90% 1-2 times	Above average 93% 3-4 times	Excellent 98% 5+ times

3. Present Orientation

Interview			
Poor 86% Poor partner Lacked depth	Satisfactory 90% Standard Basic information	Above average 93% Quality questions Led to depth	Excellent 98% Thorough interview Expert comprehension
Integration of Interview Information			
Poor 86% No integration of written & oral resources	Satisfactory 90% 1-2 times Some integration	Above average 93% 3-4 times Steady integration	Excellent 98% In-depth deduction Drew from a number of resources

4. Future Orientation

Model			
Poor 86% Partial model Lacks depth	Satisfactory 90% Clear model Some depth	Above average 93% Detailed model Depth Creativity used	Excellent 98% Highly detailed High in depth High creativity
Cultural Integration			
Poor 86% Was not applicable to culture	Satisfactory 90% Showed cultural sensitivity in recommendations	Above average 93% Creative thinking used to adapt to culture	Excellent 98% Comprehended culture On an expert level used high creativity

5. Class Presentation

Poor Difficult to follow. Lack of organization of thought. Extremely nervous. Behavioral tics.
Satisfactory Clearly presented information points. Moderately organized in thought. Some nervousness. Nervous body language, but no tics.
Above Average Exceptional communication skill. Very organized in thought. Presentation posture was calm. Connected with the audience.
Excellent Ability to explain the complex on a common level. Connected the mental dots for the listener. Organized with a mental road map. Confident presentation. Connected with the listener on a level that causes them to engage the speaker to want to know more.

80-82 (rewrite) 86-88 B 92-94 A-
83-85 B- 89-91 B+ 95-100 A

Grade for the project: _____

Appendix III

EVALUATION OF CLASS PARTICIPATION

1. Completion of required reading assignment _____

1. Participation in class _____
(alertness, engagement in class lectures and discussions)

3. Class Attendance _____
(note attendance policy for the course. Two missed classes results in an automatic withdrawal from the course)

Grade: _____

Reference Bibliography
Note: All texts are on reserve in the library

- Augsburger, David W. 1993. Pastoral Counseling across Cultures. Philadelphia: Westminster Press.
- Balswick, Jack O. & Judith K. 1999. The Family: A Christian Perspective on the Contemporary Home. Grand Rapids: Baker Books.
- Bernay, Toni and Dorothy W. Cantor. 1989. The Psychology of Today's Woman. Massachusetts: Harvard University Press.
- Bowers, Joyce M. 1998. Raising Resilient Mks. Colorado Springs: Association of Christian Schools International.
- Corey, Gerald 1996. The Art of Integrative Counseling and Psychotherapy. Pacific Grove, CA: International Thomson Publishing Company. (video)
- Diller, Jerry V. 2010. Cultural Diversity. Belmont, CA: Thomson Wadsworth.
- Hall, T. and Mildred Reed Hall. 1990. Understanding Cultural Differences. Yarmouth, MI: Intercultural Press.
- Hiebert, Paul G., Daniel Shaw, Tite Tienou. 1999. Understanding Folk Religion. Grand Rapids: Baker Books.
- Jones, Marge and E. Grant Jones. 1995. Psychology of Missionary Adjustment. Springfield, MO: Login Press.
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- Lum, Doman. 2005. Cultural Competence Practice Styles & Client Systems. Belmont, CA: Thomson & Brooks/Cole.
- Powell, John. 2006. Enhancing Missionary Vitality. Colorado Springs: Mission Training International.
- Rabin, Claire Low. 2005. Understanding Gender and Culture In The Helping Process. Belmont, CA: Thomson Wadsworth.
- Robbins, Richard H. 2009. Cultural Anthropology: A Problem-Based Approach. Belmont, CA: Wadsworth.
- Stewart, Edward and Milton J. Bennett. 1991. Cultural Diversity, Yarmouth, ME; Intercultural Press.
- Sue, Derald Wing and David Sue. 2007. Counseling the Culturally Different. New York: John Wiley & Sons.
- Wright, Norman H. 1977. Training Christians to Counsel. Eugene, OR: Harvest House Publishers.