

CP5221 Counselling Across Culture

3 credits. Prerequisites: none.

 On Campus, Saskatoon

 'A' Livestream



November 16 – 20, 2026
Fall 2026 Module
Monday-Friday, 9am – 4pm SK

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Please note: This course includes substantial reading and preparation work before and during the module

Course Goals

Course Description

This course introduces students to the theory and practice of working with culturally diverse clients with a focus on recognizing how cultural and systemic factors affect therapeutic services. Students will learn to adapt their approach when working with culturally diverse clients, using culturally relevant resources, as appropriate. Emphasis will be placed on the integration of personal awareness, theoretical knowledge, and contextual clinical competencies.

Relationship to Horizon's Mission

This course helps equip students to work with diverse clients in a skilled and understanding manner, building the health of the individual, the church, and the community.

Course Competencies and Learning Outcomes

To demonstrate competency in *the acquisition of knowledge of counselling and psychotherapy theory*, students will

1. Articulate and apply the theoretical knowledge and understanding of counselling diverse populations across cultures.
 - *Assessment:* Group Interactive Discussion; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapters 1, 2, 3; Fisher, *Diversity in Clinical Practice*, Part III); Case Study Presentations; Cultural Genogram Paper; Reflective Paper on the Book *Messy Grace*.
2. Develop self-awareness and reflect critically on one's own personal cultural identity.
 - *Assessment:* Case Study Presentation; Group Interactive Discussion; Cultural Genogram Paper; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapter 11, 12; Fisher, *Diversity in Clinical Practice*, Part II).

3. Demonstrate awareness of personal worldviews, beliefs, biases, prejudices, and how they influence behaviors and decision-making, and impact clinical practices.
 - *Assessment:* Case Study Presentation; Group Interactive Discussion; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapter 7; Fisher, *Diversity in Clinical Practice*, Part VI); Cultural Genogram Paper; Reflective Paper on Messy Grace
4. Increase theoretical knowledge of human diversity, power, and oppression, and their impact on clients and the therapeutic process.
 - *Assessment:* Case Study Presentation; Group Interactive Discussion; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapter 5, 6; Fisher, *Diversity in Clinical Practice*, Part V); Cultural Genogram Paper; Reflective Paper on the Book *Messy Grace*
5. Develop cultural competence, cultural humility, and social justice and therapeutic skills to provide a safe experience that fosters trust, openness, authenticity, and change in therapy.
 - *Assessment:* Case Study Presentation; Group Interactive Discussion; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapters 1, 2, 22-25; Fisher, *Diversity in Clinical Practice*, Part I, II, III, IV; Kaltenbach, *Messy Grace*, pages 1-185); Resource List; Cultural Genogram Paper; Reflective Paper on the Book *Messy Grace*
6. Integrate knowledge and skills and provide culturally relevant resources to clients.
 - *Assessment:* Case Study Presentation; Group Interactive Discussion; Reading (Sue and Sue, *Counselling the Culturally Diverse*, Chapter 7, 8; Fisher, *Diversity in Clinical Practice*, Part VI); Resource List; Reflective Paper on the book *Messy Grace*

Course Work

Required Readings

Fisher, Lambers. *Diversity in Clinical Practice: A Practical and Shame-Free Guide to Reducing Cultural Offenses and Repairing Cross-Cultural Relationships*. Eau Claire, WI: PESI, 2021. ISBN: 978-1683733881.

[DTL](#)

Kaltenbach, Caleb. *Messy Grace: How a Pastor with Gay Parents Learned to Love Others Without Sacrificing Conviction*. New York: WaterBrook, 2015. ISBN: 978-1601427366.

[DTL](#)

Sue, Derald Wing, and David Sue. *Counseling the Culturally Diverse: Theory and Practice*. 7th ed. Hoboken, New Jersey: Wiley, 2016. ISBN: 9781119084303.

[DTL](#)

Scholarly Research Articles

Hardy, Kenneth. "The Cultural Genogram: Key to Training Culturally Competent Family Therapists." *Journal of Marital and Family Therapy* 21.3 (1995): 227-237.

McIntosh, Peggy. "White Privilege, Color and Crime: A Personal Account." In *Images of Color, Images of Crime: Readings* by Coramae Richey Mann and Majorie S. Zatz, Chapter 18. Los Angeles: Roxbury, 1998. <https://visions-inc.org/wp-content/uploads/2021/06/white-privilege-color-and-crime.pdf>

Recommended Reading

Khan, Myira. *Working Within Diversity: A Reflective Guide to Anti-Oppressive Practice in Counselling and Therapy*. London: Jessica Kingsley Publishers, 2023. | [DTL](#)

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

Pre-Module & During the Module Work

1. *Reading.*

Purpose: To enhance students' knowledge and understanding of multicultural counselling, cultural identity, worldview, personal bias, oppression, and to develop cultural competency, cultural humility, and skills to work with diverse clients from the community.

Instructions:

You are required to read the following.

- Textbooks
 - a. Fisher, Lambers. *Diversity in Clinical Practice: A Practical and Shame-Free Guide to Reducing Cultural Offenses and Repairing Cross-Cultural Relationships*.
 - b. Kaltenback, Caleb. *Messy Grace: How a Pastor with Gay Parents Learned to Love Others Without Sacrificing Conviction*.
- Scholarly Research Articles
 - a. Hardy, Kenneth. "The Cultural Genogram: Key to Training Culturally Competent Family Therapists."
 - b. McIntosh, Peggy. "White Privilege, Color and Crime: A Personal Account."
- **Please note:** It would be advantageous for the students to read Sue and Sue *Counseling the Culturally Diverse* before the module, but it is not due until after the module (see Assignment #5).

- Related learning outcomes: #1, 2, 3, 4, 5, 6.
- **Assignment length:**
 - Read Part I to Part VI from Fisher, *Diversity in Clinical Practice* (152 pages)
 - Kaltenback, *Messy Grace* (209 pages)
 - 18 pages from the research articles.
 - Total: 379 pages
- **Due date:** November 16, 2026 at 9am SK

2. *Written Case Study Presentation* (15%).

Purpose:

This assignment helps students to become aware of clients' diverse worldviews and lived experiences, cultural struggles, and their presenting issues. It prepares students to familiarize themselves with cases that they may encounter in their clinical practices in the future.

Instructions:

- Write a case scenario about an issue that the client wants to bring to counselling. The presenting issue can be personal, financial, emotional, family, marital, cultural, gender, generational, or other. The case study can be a fictional or real-life situation.
- Please provide descriptions of the client's background information (culture, race, ethnicity, age, marital status, and other), issues for counselling, and two questions you want to ask the class – the Counselling Team.
- Related Outcome: #1, 2, 3, 4, 5, 6.
- **Assignment length:** 1 page (written, single-spaced).
- **Due Date:** November 12, 2026 (**Thursday BEFORE the module**)

3. *Verbal Case Study Presentation* (10%)

- You will present your case scenario and the questions to the class on the day that you have selected. The class will act as a counselling team. They will give feedback after the discussion, and the presenting students will give feedback on their experiences as clients.
- Related learning outcomes: #1, 2, 3, 4, 5, 6
- **Assignment length:** 20 minutes (presentation and class discussion)
- **Due date:** November 17 – 20, 2026

Post-Module Work

4. *Resource List* (15%)

Purpose:

This assignment helps students take a proactive approach to clinical practice by advocating for the clients and providing resources. Clients can be empowered in the process of connecting to community support and resources.

Instructions:

Write one to three pages single-spaced of local support resources for a community (e.g., single mothers, domestic violence survivors, New Canadians, etc.) of your choice. Please include the website and other contact information, such as emergency support, distressed centres, food banks, shelters, and other support for mental health services.

- Related learning outcome(s): #5, 6.
- **Assignment length:** 1 – 3 pages.
- **Due date:** November 30, 2026.

5. *Reading.*

Read Chapters 1 – 3, 5 – 8, 11 – 12, 22 – 25 from Sue and Sue, *Counseling the Culturally Diverse* (375 pages)

- Related learning outcomes: #1, 2, 3, 4, 5, 6.
- **Assignment length:** 375 pages.
- **Due date:** December 9, 2026.

6. *Cultural Genogram Paper (35%)*Purpose

This assignment helps students to identify and understand how cultural identities are formed. It shows how they are shaped by their cultural values, beliefs, family and religious values, and how their worldviews can impact their decision-making, therapeutic relationships, and therapeutic processes.

Instruction

Write a reflective paper on your personal cultural identity. Draw a genogram of three generations (grandparents, parents, and you). Please include any significant information about the culture of origin, race, ethnicity, gender roles, marital status, social status, financial status, occupation, values, beliefs, spirituality, stereotypes or prejudice, biases, illness, traumatic experiences, relational dynamics, communication, mental and emotional distress, etc. Reflect and write about your three salient identities and how they are influenced by the family's patterns of behaviours, interactions, cultural values and expectations, and beliefs that shape who you are today, and how they influence you in your clinical practices.

- Related learning outcome(s): # 1, 2, 3, 4, 5.
- **Assignment length:** 5 pages.
- **Due date:** December 16, 2026.

7. *Reflective Paper on the Book Messy Grace (25%)*Purpose:

This assignment helps students reflect and develop cultural humility and compassion and make changes to engage clients from diverse communities with competence, humility, genuineness, and care.

Instructions:

Write a reflective paper and share your thoughts, feelings, and understanding about the book. Summarize the author's main insights and integrate and extrapolate them into therapeutic practice on how to work with clients who are different from you; what changes you need to make and adapt to narrow the cultural gap, and make the therapeutic experience safer and more approachable, and strengthen the therapeutic relationship.

- Related learning outcome(s): #1, 3, 4, 5, 6.
- **Assignment length:** 5 pages
- **Due date:** January 18, 2027.

Estimate of Time Investment (individual time investments may vary)

Readings	54 hrs	Nov 16 & Dec 9	Assignment
Classroom time	30 hrs	Nov 16 – 20	Weighting
1. Written Case Study Presentation	5.5 hrs	Nov 12	15%
2. Verbal Case Study Presentation	0.5 hrs	Nov 17 – 20	10%
3. Resource List	4 hrs	Nov 30	15%
4. Cultural Genogram	18 hrs	Dec 16	35%
5. Reflective Paper on Messy Grace	10 hrs	Jan 18	25%
Total =	122 hrs		100%

All assignments are due at 8pm ***SK time***, unless otherwise indicated.

Course Outline in Class & Reading Schedule

Day 1: November 16, 2026	• Introduction and syllabus • Biblical perspectives on human diversity • The nature of multicultural counselling • Exploring diversity • Benefits and challenges in multicultural counselling • Fundamental concept of cross-cultural counselling • Sue & Sue, Chapter 1-2 • Fisher, Part I-III
Day 2: November 17, 2026	• Cultural competence and humility • The formation of worldview and self-identity • Common cultural • Therapeutic alliance • Working with diverse populations • Sue & Sue, Chapter 3-5 • Fisher, Part II, Part IV • Hardy, research article on Cultural Genogram

Day 3: November 18, 2026	• Power and privilege • Impact of oppression • Microaggressions and barrier to counselling • Stereotyping and prejudice • Working with diverse populations • Sue & Sue, Chapter 6-8 • Fisher, Part V • McIntosh, research article on White Privilege
Day 4: November 19, 2026	• Working with diversity in therapeutic practices • Counselling diverse populations • Counselling techniques and processing • Common cultural experiences and misunderstanding • Sue & Sue, Chapter 22-25 • Fisher, Part VI
Day 5: November 20, 2026	• Working with diverse populations • Self-care, referral, supervision, and consultation

- No assignments will be accepted after the course end date: January 25, 2027.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good

B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses) and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

A bibliography will be provided on Populi once the course begins.