

North Park Theological Seminary
FLDC 7315 Cultural Competency Module
Syllabus
Instructors: Paul DeNeui, Tim Johnson and Deborah Penny,

This module earns 1 field education credit required for graduation. It should be well after taking the first IDI assessment in your first year. The CCM is typically an intensive one-day format held on Friday or Saturday, 9:00am – 5:00pm, with a class size of 3 or more students.

Pre-requisite

Complete two IDI assessments: First to be completed in first year of matriculation, second to be completed as part of this course work.

Course Introduction

We all have had interactions with cultures unlike our own. Such cultural interactions may include race/ethnicity, or inter-generational and not limited to these descriptions (See page 5 in your IDP). Such interactions can be experiential learning opportunities that fosters intercultural development and assist in developing skills to manage conflict because of differences or assumptions. The technical age is expeditiously advancing multicultural ministry contexts locally and abroad. Diversity is permeating every aspect of our personal and professional lives, which can be enriching and anxiety producing. The intent of the course is reflective, practical, experiential and formational.

Objective

1. reflect upon cross cultural experiences that are enriching as well as challenging;
2. engage in cohort learning, which fosters cultural competence and sensitivity, and nurture relationships/collegiality that may continue post seminary; and,
3. develop a plan that will assist in student awareness and continued development beyond seminary

Course Description

Ideally the Cultural Competency Module should be taken at least one year after the completion of your first IDI assessment (which you may have received during your first year). The reason for the suggested timeframe is to allow for several meaningful intercultural experiences to occur and to give context for processing in the CCM. **It is required that you take the IDI again to note movement in your development orientation. You must also have your developmental plan completed prior to the module.** You should take the second IDI at least a couple of days prior to the CCM.

Course Schedule

Following is a tentative scheduled CCM day (this schedule is for a minimum of 4 students, ending time will be adjusted to accommodate 5-10 students):

- 9:00 Devotion
- 9:15 Lecture
 - Share your story (5-7 minutes):
 - (1. What is your nationality, race, or ethnicity?
 - (2. Describe a little bit about your cultural home or beginnings?
 - (3. Describe the first time you noticed cultural difference or diversity (could be race, ethnicity, gender, socio-economic, sexual-orientation, etc.).
- 10:15 Break
- 10:30 Group Profile
- 11:00 IDI/IDP – case studies
- 12:00 Lunch
- 12:30- 2:30 IDI/IDP – case studies
- 2:30 Break
- 2:45 *The 4Fs (Failure, Function, Flourish, Future)*
- 3:15 Sharing your Life Plan
- 4:00 End (or final thoughts reflection)

Have a case study written about an intercultural experience ready for class participation (See case study instructions below). It can be submitted to the field education office prior to the CCM, which will make it easier to determine how it can be process in the module.

CASE STUDY INSTRUCTIONS

A case study is a written account of an intercultural experience. (Should include conflict, misunderstandings, assumptions, etc.). The focus of the case should be on the writer, including his/her perceptions, presumption, and personal cultural values. It is also open-ended and unbiased in reporting the situation, and it leaves the readers with a situation that prompt questions. Critical questions may be raised after the case material has been presented, but the case should not be resolved as such in the written account. This will allow for group discussion to clarify critical issues, attain self-awareness, acknowledge diverse points of view, and enhance the individual growth of group members.

Read and complete you Intercultural Development Plan (IDP) pages 1-7 before developing your case study. The questions asked in the IDP will help you to identify an incident or experience that you would like to process in this cohort learning group. For example:

- Reading step one may help you to identify a situation or experience where you realize that you were not as cultural adapt or competent as you believed.
- Reading step two may help you identify cultural experiences you may not have had opportunities to process or reflect upon.

Revised: 12/7/17

- Read step three which provide some guiding questions to assist you in developing goals. Is there an intercultural incident or experience that shaped the goals you have chosen?
- Step four helps you to identify stress points. Is there an intercultural situation or experience where your stressor points were most prominent?

Your case or critical incident should be **1 or 2 pages**. The case may be read by the presenter, or role played or presented as a verbatim (see below). Bring five – eight copies for the rest of the class (depending on the size of the group) to follow along. Documents will be shredded after the course to destroy confidential information.

The following components need to be included in a case:

1. **Who was involved:** State the people who were involved (i.e. culture, ethnic & gender)
2. **What happened:** Give important background information on the situation so that the reader will understand the larger context.
3. **What do you think were the cultural conflict/differences present**
4. **What internal processing took place for you or how did the people respond:**

Role playing and writing a verbatim is another option for presenting your case. Sometimes recreating an experience is helpful in reflection and learning. If you are interested in writing a verbatim or having your case role played by your cohort, feel free to do so.

THE VERBATIM WRITE-UP

I. INTRODUCTION

1. Summarize here what information you have learned about the person(s) and situation before the conversation.
2. Describe the person(s), situation and occasion; giving such data as person's ethnicity/race, age, religious affiliation

.II. OBSERVATIONS

(Such observations are clues as to how to proceed.)

III. ASSUMPTIONS FROM OBSERVATION AND YOUR FEELINGS GOING INTO THE CONVERSATION

(Did you feel comfortable, angry, or how as you began?)

IV. PURPOSE/FOCUS

(State what you hope to learn about yourself, ministry, etc.)

Why are you choosing to present this verbatim?

V. THE VERBATIM:

Give a verbatim account of what took place, not only the conversation but also incidents, embarrassments, pauses, interruptions and such details as they occurred during the conversation.

An example of a written verbatim:

Matt: Good morning Ms. Brown, how are you?

Mrs. Brown: Not so good.

Matt: Oh?

(I really didn't want to know why she was doing so well, so I answered in a non-interested manner)

Mrs. Brown: You know that religious group we are renting our church space to?

Matt: Uh hum.

Mrs. Brown: I just don't like sharing our kitchen space with them.

Writing a Life Plan Instructions

Creating a life plan for your intercultural development helps you to stay committed to the process of continued growth. Use the questions listed below to assist you in developing a life plan. This is where you will complete pages 12-22 of your IDP. You should have already completed pages 1-11 to develop your case study.

You are encouraged to take time at least once a year to review your plan for reflection on intercultural experiences' progress and challenge, and making revisions if necessary.

You will submit a **minimum** of 1 ½ page using the following questions.

1. When it comes to intercultural activities/interactions (coursework, relationships, conflict, etc.) while being in seminary, what have you learned about yourself? Feel free to integrate your IDI profile with other assessments you have taken, such as Enneagram, Myers Briggs, conflict style, etc.
2. How do you plan to care for yourself during moments of stress in mono/cross/ or intercultural situations/experiences? Your responses to the questions on page 11 of the IDP may be helpful in answering this question.
3. What are your short-term goals for continued intercultural development? Perhaps consider every time you have an intercultural encounter, what would you ask yourself? Your responses to the question on page 10 may be helpful in answering this question.
4. What are your long-term goals? Feel free to use items with the hammer symbol noted in step five on page 12 and using the Ten Key Intercultural Opportunities which are listed in IDP?

You are to bring your case study and your life plan to the module.

Post-requisite

Submit a copy of your intercultural life plan (artifact) to your portfolio after the completion of the course.