



Course Syllabus

PSY 202 L1

Multicultural Perspectives

Fall 2025

Class Information

Day and Time: Tuesday 1:45-3:00 pm and Thursday 1:45-3:00 pm

Room Number: Tuesday via Zoom, and Thursday on campus E207

Contact Information

Instructor Name: Jade Jun Chia, Ph.D.

Instructor Email: jchia@criswell.edu

Instructor Office Hours: email or text to make an appointment

Course Description and Prerequisites

An analysis of current theories and research findings related to the influence of culture and ethnicity upon the development of individuals, relationships, and societies including functioning, identity, social motives, sex roles and values. (This course satisfies for a Social/Behavioral Science course).

Course Objectives

Learning Outcomes:

1. Survey common social, cultural, and family issues facing the nation and the church.
2. Comprehend differences in culture, race, and ethnicity in relation to psychology
3. Develop resources and skills for effective communication in cross-cultural situations.
4. Understand and apply principles of cross-cultural competence to the counseling process.
5. Identify, adapt, and develop approaches that address ethnic differences.
6. Improve the student's cultural awareness and understanding in a global context.
7. Understand the impact of spiritual beliefs on clients' and counselors' worldviews.
8. Consider strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Required Textbooks

Multicultural Psychology 5th Edition, by Dr. Jeffery Scott Mio (Author), Dr. Lori A. Barker (Author), Melanie M. Domenech Rodríguez (Author), John Gonzalez (Author)

ISBN-13: 978-0190854959

ISBN-10: 0190854952

Recommended Reading

Livermore, D. (2015). Leading with cultural intelligence (2nd ed.). Amacom.

Course Requirements and Assignments

INTERVIEW REPORT: The student will interview with an immigrant from a different culture who is living in the United States. The purpose of the interview is to learn from the cross-cultural experiences and upbringing, and analyze their acculturation process. Students should plan the questions and facilitate the conversation. The interview should last around 30 minutes. The student will write a summary of the interview and analyze the cultural adeptness. The summary should be 3 pages long, double-spaced, with letter-size paper, 1" margins, and Times New Roman 12-point font.

REFLECTIVE RESEARCH: Students are required to select a peer-reviewed research article or scholarly text that explores multicultural perspectives and their impact within a specific environment, such as teaching, ministry, diplomacy, business, or counseling.

On the first page, students must provide a properly formatted bibliographic citation for the chosen source, followed by a concise summary that outlines its main arguments, key findings, and central themes. The remaining pages, two through four, will consist of a comparative response that draws extensively from the *Multicultural Perspectives* textbook as well as additional peer-reviewed research. This section should demonstrate a clear understanding of how diverse cultural frameworks influence interactions, leadership, critical thinking, and decision-making within the selected context. Students are expected to incorporate relevant theoretical frameworks discussed in the course and to engage in critical self-reflection, applying these concepts to their own experiences. The paper should be divided into two distinct sections: summary and personal comparative analysis/application. The paper will be written in first person, double-spaced, 12-point, Times New Roman, and must be a minimum of four pages in length.

CLASS DISCUSSION: Active participation in class discussions is an essential component of this course. Students are expected to come prepared by completing all assigned readings in advance and be ready to engage thoughtfully with the material and share relevant personal experiences. This preparation and interaction are vital to creating a rich, communal learning environment for everyone. Please note that multiple absences or repeated lack of participation will significantly lower your discussion grade. Consistent presence and engagement are expected throughout the semester.

FINAL EXAM: As the final exam for this course, the student will participate in an 8-minute in-person interview with the professor. During this time, the student will be expected to demonstrate their understanding of key course concepts and their capacity to apply what they've learned in lectures or through their reading. You will receive a list of ten potential interview questions in advance and schedule a timeslot to meet for the final. This is NOT an open-book exam.

During your scheduled 10-minute slot in week 15, the professor will select one question from the list for you to answer and discuss. You will be scheduled for your interview before the Thanksgiving break. Please come prepared with clear responses, relevant examples, and be ready to engage in a scholarly conversation.

PERSONAL IMPACT REFLECTION PAPER: This paper comprises two sections. The first section should address your professional personal growth concerning cross-cultural leadership. The student should include cultural examples, new skill sets, and epiphanies experienced throughout the semester. The second section should address how Cultural Intelligence (CQ) will continue to impact your personal growth. The paper should be 2-3 pages long.

Course/Classroom Policies and Information

I welcome and encourage communication from all students via text, phone call, or email. The first time you text me, please indicate your name and course number. As a graduate student, I expect all messages to reflect proper etiquette and professionalism. Emails should include an appropriate greeting addressing me as Dr. Chia and a clear closing with your name. Messages that do not follow these basic standards of courtesy may not receive a response.

Late work will be penalized 2% daily and will not be accepted past 7 days. In extreme circumstances, you are responsible for emailing or texting the professor 48 hours before the due date to avoid penalties.

I am committed to responding to student inquiries within 24 hours on weekdays and within 72 hours on weekends. I receive a high volume of emails throughout the semester, and there may be times when I read your message but am unable to respond immediately. If you do not receive a reply within the stated 24-hour timeframe, please feel free to send a polite follow-up reminder. I appreciate your understanding and patience.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present

- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you've written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, which is located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to ~~improve and~~ enhance their skills and build confidence. All tutors are recommended by the faculty to ensure that the tutor(s) they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1: Zoom August 19	Introduction To Course & Expectations	N/A	Introduce yourself on Canvas	
August 21	Cultural Intelligence	Textbook: Introduction & Chap 1		
Week 2: Zoom August 26	What Is Multicultural Psychology? Part 1	Exerps of Chap 2	Watch link on Canvas	
August 28	Class Discussion on media (questions will be provided in advance)	Textbook: Chap 3		
Week 3: Zoom September 2	Cultural Difference In Worldviews			
September 4	What Is A Christian Worldview?	Textbook: Chap 4		
Week 4: Zoom September 9	Cultural Differences In Communication			
September 11	Cultural Communication Exercise			
Week 5: Zoom September 16	Acculturation		Watch link on Canvas	
September 18	Class Discussion on media (questions will be provided in advance)	Textbook: Chap 5		
Week 6: Zoom September 23	Immigrants, Refugees, and the Acculturation Process			
Septmeber 25	Xenophobia	Textbook: Chap 6	Cultural Knowlegde Interview	Canvas 11:59 p
Week 7: Zoom September 30	Stereotyping, Prejudice, Discrimination, and Racism			
October 2	Unconscious Bias	Textbook: Chap 7		
Week 8: Zoom October 6	Cultural Dimensions			
October 9	Christian Identity Development	Textbook: Chap 8 + Watch YouTube Link		
Student Development Week – Finish Research				
Week 9: Zoom October 21	Culture and Health		Watch link on Canvas	
October 23	Class Discussion on media (questions will be provided in advance)	Textbook: Chap 9		

Week 10: Zoom October 28	Ministering Cross Culturally (pre-recorded) with response			
October 30	Culture and Mental Health			
Week 11: Zoom November 4	Global Leaders – adapting beyond	Textbook: Chap 10		
November 6	Class Presentation on Behavioral Preferences PART 1			
Week 12: X November 11	Class Presentation on Behavioral Preferences PART 2	Textbook: Chap 10		
November 13	Reflective Research Paper Due on Canvas			Canvas 11:59 p
Week 13: Zoom November 18	Building Multicultural Competence			
November 20	Meet With Dr. Chia About Research Paper Feedback (selected few)			
THANKSGIVING BREAK				
Week 14: Zoom December 2	Women in Leadership (gender bias)		Personal Impact Reflection Paper	Canvas 11:59 p
December 4	Concluding the Semester Discussion + Culture and Holidays (food)			
Week 15: Zoom December 9-11	Exam	See Syllabus		

Zoom Meeting ID: 340 710 XXXX

Passcode: XXXX

Learner-Centered Assessment of Outcomes

Assessment	Percentage Value
Reflective Research	20%
Interview Report	20%
Personal Impact Reflection Paper	10%
Class Participation	20%
Behavioral Preferences Presentation	20%
Exam	10%
Total	100%

Selected Bibliography

1. Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden Biases of Good People*. New York, NY: Bantam Books. <https://a.co/d/dmFYxEy>
2. Shukla, N., Suleyman, C., & Khakpour, P. (2020). *The good immigrant: 26 writers reflect on America*. Back Bay Books. <https://a.co/d/f7amlUK>
3. Fuller, P. (2022). *Leader's guide to unconscious bias: How to reframe bias, cultivate connection, and create high-performing teams*. Simon & Schuster. <https://a.co/d/jhCgPzE>
4. Livermore, D. (2022). *Digital, diverse & divided: How to talk to racists, compete with robots, and overcome polarization*. Berrett-Koehler. <https://a.co/d/cv89yxQ>
5. Lee, E. (2019). *America for Americans: a history of xenophobia in the United States*. First edition. New York, Basic Books. <https://a.co/d/9NcdxzC>