Seattle University School of Theology & Ministry 900 Broadway Seattle, WA 98122

COURSE SYLLABUS

STMC 521 Pastoral Counseling in a Multicultural Context (3 units) Fall Quarter 2008, Tuesdays 9:00 – 11:50 am Hunthausen Hall 100

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Course Description and Objectives

The Seattle University School of Theology and Ministry is committed to preparing students for high quality work in multiple settings by providing solid theological, psychological, and clinical education. Consistent with departmental goals, this course is designed to provide an introduction to some of the cultural, socioeconomic, and ethnic variables that influence the counseling relationship and process. Both the relevance and limitations of mainstream counseling approaches with respect to culturally diverse populations will be evaluated. In addition, the student will be introduced to culturally competent clinical and research methods.

Course Objectives:

- Students will gain a greater sensitivity to variables that may influence diagnosis and counseling with individuals from diverse cultural backgrounds.
- Students will explore ethical tensions that may arise in multicultural counseling situations.
- Students will develop an understanding of how to critique clinical and research literature with regard to multicultural counseling.
- Through class discussion and assigned writing exercises students will learn to recognize multicultural dimensions of clinical case conceptualization.

Required Reading

Sue, D.W.& Sue, D. (2007) <u>Counseling the Culturally Diverse</u>: theory and practice. 5th Ed. Wiley. McGoldrick, M, Giordano, J., & Garcia-Preto, N. (2005) <u>Ethnicity</u> & Family Therapy. 3rd Ed. Guilford.

Selected journal articles will be assigned throughout the course.

<u>Readings of interest</u> (we will discuss others in class)

Augsburger, D.W. (1986) Pastoral Counseling Across Cultures. Philadelphia: Westminster Press.

Van Beek, Aart M. (1996). Cross-Cultural Counseling. Minneapolis: Fortress Press.

Anderson & Fukuyama (2004). Ministry in the Spiritual and Cultural Diversity of Health Care. Haworth.

Course Requirements and Evaluation Criteria

Reading	Completion of all assigned reading and a demonstrated readiness to discuss the	10 %	
assignments	material. Evaluation will be based on the ability to communicate ideas		
	effectively, listen respectfully, and engage in fruitful dialogue with peers.		
Written	Three response/reflection papers. There will often be no right or wrong	70 %	
assignments	answers (within reason) and consequently, evaluation will be based on the		
	clarity of written expression and demonstrated ability to defend a position.		
	Assignments will require the integration of both assigned reading		
	material and class discussion.		
	One written summary/reference guide of an identified cultural group, prepared	20 %	
	for distribution to classmates.		

Lecture Schedule and Reading/Writing Assignments:

**Please note: Although this syllabus is a robust schedule of the course, modifications may be made. **

Week 1: September 30, 2008

Topic: Course Introduction and Overview

Historical Perspectives

Our Ethical Responsibility

Fundamental Awareness and Essential Skills

Reading:

- Sue & Sue: Chapter 1 The Multicultural Journey to Cultural Competence
- Sue & Sue: Chapter 2 The Superordinate Nature of Multicultural Counseling/Therapy
- Sue & Sue: Chapter 3 The Politics of Counseling and Psychotherapy
- Sue & Sue: Chapter 4 Sociopolitical Considerations of Trust and Mistrust
- McGoldrick et al: Chapter 1 Overview: Ethnicity and Family Therapy
- See the following websites concerning Codes of Ethics, pay particular attention to special mention of multicultural diversity.

American Counseling Association (ACA) www.counseling.org
American Association of Pastoral Counselors (AAPC) www.aapc.org
American Association of Marriage and Family Therapists (AAMFT)
www.aamft.org

Written Assignment:

• Reflection Paper #1 will be discussed in class, DUE week 3 – October 14, 2008

Week 2: October 7

Topic: Spiritual/Cultural Competency

Culturally adapted mental health interventions

Reading:

- Sue & Sue: Chapter 5 Racial, Gender and Sexual Orientation Microagressions
- Sue & Sue: Chapter 6 Barriers to Effective Multicultural Counseling/Therapy
- Sue & Sue: Chapter 7 Culturally Appropriate Intervention Strategies
- Sue & Sue: Chapter 8 Multicultural Family Counseling/Therapy
- Sue & Sue: Chapter 9 Nonwestern and Indigenous Methods of Healing

Suggested Reading:

- Mezzich, J.E., et al. (1999). The place of culture in the DSM-IV. <u>The Journal of Nervous and Mental Disease</u>, <u>187</u>.
- Consedine, N.S., Sabag-Cohen, S., & Krivoshekova, Y.S. (2007). Ethnic, Gender, and Socioeconomic differences in young adults' self-disclosure: who discloses what and to whom? CDEMP, 13.
- Silverstein, L.B. (2006). Integrating feminism and multiculturalism: scientific fact or science fiction? <u>Professional Psychology</u>: <u>Research and Practice</u>, <u>37</u>.

Week 3: October 14

Topic: The Task of Integration

The Clinical Interview

Assessment – a brief comment

Reading:

- Sue & Sue: Chapter 10 Racial and Cultural Identity Development
- Sue & Sue: Chapter 11 White Racial Identity Development
- Sue & Sue: Chapter 12 Social Justice Counseling/Therapy
- Sue & Sue: Chapter 13 Minority Group Therapists
- Stuart, R.B. (2004). Twelve practical suggestions for achieving multicultural

competence. Professional Psychology: Research and Practice, 35.

Written Assignment:

- Reflection paper #1 hard copies DUE in class, late papers lose one point per day
- Reflection paper #2 will be discussed in class, DUE (week 5) October 28, 2008

Week 4: October 21

Topic: Counseling African Americans

Reading:

- Sue & Sue: Chapter 14 Counseling African Americans
- McGoldrick et al: Chapter 5 Families of African Origin: An Overview
- McGoldrick et al: Chapter 6 African American Families
- McGoldrick et al: Chapter 7 African Immigrant Families
- McGoldrick et al: Chapter 8 British West Indian Families
- McGoldrick et al: Chapter 9 Haitian Families
- McGoldrick et al: Chapter 10 African American Muslim Families

Week 5: October 28

Topic: Counseling Native Americans, Alaska Natives, and Pacific Islander Families Reading:

- Sue & Sue: Chapter 15 Counseling American Indians and Alaska Natives
- McGoldrick: Chapter 2 American Indian Families: an Overview
- McGoldrick: Chapter 3 Back to the Future: An Examination of the Native American Holocaust Experience
- McGoldrick: Chapter 4 Na'Ohana: Native Hawaiian Families

Writing:

• Reflection paper #2 DUE in class, late papers lose one point per day.

Week 6: November 4

Topic: Counseling Asian, Asian Indian and Pakistani, and Middle Eastern Families Reading:

- Sue & Sue: Chapter 16 Counseling Asian Americans
- McGoldrick: Chapter 20 Asian Families: An overview
- McGoldrick: select 3 chapters from 21-27 (Cambodian, Chinese, Filipino, Indonesian, Japanese, Korean, Vietnamese Families)
- McGoldrick: Chapter 28 Asian Indian Families: An overview
- McGoldrick: Chapter 31 Arab Families: An overview.
- McGoldrick: select 2 chapters from 32-35 (Armenian, Iranian, Lebanese, Syrian, Palestinian Families)

Writing:

• Response paper #3 will be discussed in class (clinical case with 3different applications). Hardcopies DUE (week 8) November 18th, 2008

Week 7: November 11 Veterans Day HOLIDAY - no class

Week 8: November 18

Topic: Counseling Hispanic/Latino/Latina Americans

Reading:

- Sue & Sue: Chapter 17 Counseling Hispanic/Latino Americans
- Sue & Sue: Chapter 18 Counseling Multiracial Descent Persons
- Sue & Sue: Chapter 19 Counseling Arab Americans
- Sue & Sue: Chapter 20 Counseling Jewish Americans
- McGoldrick: select at least 3 chapters from 11-19 (Brazilian, Central American, Columbian, Cuban, Dominican, Mexican, Puerto Rican, Salvadoran Families)

Writing:

- Response paper #3 DUE in class, late papers lose one point per day.
- Paper #4 will be discussed in class (preparation of a summary reference page), DUE (week 10) December 2, 2008.

Week 9: November 25

Topic: Counseling European, Jewish, and Slavic Families GUEST SPEAKER: Pauline Kisselev, Ph.D. Creative Approaches/Practical Strategies

Reading:

• McGoldrick et al: select at least 2 chapters from each section (VII, VIIII, IX: chapters 26-54)

Week 10: December 2

Topic: Counseling the Multitude of Culturally Diverse Populations Summary/Review

Reading:

• Sue & Sue: Chapter 21 – Counseling Immigrants

• Sue & Sue: Chapter 22 - Counseling Refugees

• Sue & Sue: Chapter 23 – Counseling Sexual Minorities

• Sue & Sue: Chapter 24 – Counseling Older Adults

• Sue & Sue: Chapter 25 – Counseling Women

• Sue & Sue: Chapter 26 – Counseling Individuals with Disabilities

• Cervantes, J.M., & Parham, T.A. (2005). Toward a meaningful spirituality for people of color: lessons for the counseling practitioner. <u>CDEMP</u>, <u>11</u>.

Writing: Paper #4 Summary reference page DUE, late papers lose one point per day

The fine print:

Class attendance: attendance and class participation are essential to develop the competency and skill required of a counselor. Please notify the instructor of anticipated absences. In the event of a missed class session, the student is solely responsible for obtaining class materials. More than one absence may negatively impact your final grade (exception: emergency situations).

Grading rubric: In general, Seattle University grading parameters will be utilized. For example:

96-100	A	Superior performance
90-95	A-	Performance well above requirements
87-89	B+	Performance above requirements
84-86	В	Good performance on all requirements

Academic integrity: Students are expected to follow standards of academic behavior as described in Seattle University guidelines. In addition, graduate students are expected to abide by professional ethical standards of counselors. Violations of academic integrity (e.g. any form of academic dishonesty, plagiarism) will be subject to consequences that may include, but are not limited to: grade reduction or course failure.

<u>Tolerance and mutual respect</u>: Participation in class discussion is strongly encouraged. However, because we come from diverse backgrounds it is possible or even likely that our discussion will touch on socially sensitive and controversial issues. In the course of the quarter you may discover you have strong feelings or attitudes about ideas that differ from your own. It is very important to maintain a class atmosphere of respectful listening and thoughtful exchange of ideas. Our goal is a rich educational experience for everyone.

<u>Student special needs</u>: If you have a specific disability that qualifies you for academic accommodations, please let your instructor know at the <u>beginning</u> of the academic term so that the appropriate accommodations can be made in accordance with Seattle University policy.