School of Theology & Ministry
Seattle University
Spring 2012

STMC 521 (3 credits)
Pastoral Counseling in a Multicultural Context
Hunthausen Hall 100
Monday 9:00-11:50

Dr. William James
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Office Hours: Monday 12-1:00

Texts and Materials

Required:

- **Sue, D.W. &Sue, D. (2007) Counseling the Culturally Diverse: theory and practice. 5th Ed. Wiley.**
- **McGoldrick, M, Giordano, J., & Garcia-Preto, N. (2005) Ethnicity & Family Therapy. 3rd Ed. Guilford.**
- **Selected journal articles will be assigned throughout the course.**

Readings of interest (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.**
- **Ponterotto, J.P. Casas, J.M., Suzuki, L (Editors). (2009) Handbook of Multicultural Counseling 3rd edition. Sage.**

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. As described in the STM student bulletin: This course explores the cultural relativity of individual, family, and social life. Students will critique their own ethnocentrism and pursue multicultural perspectives that encourage respect for diversity in various human systems, Implications of cultural differences for pastoral care and counseling will be considered.

Course Goals and Objectives:

- **Students will gain a greater sensitivity and openness to variables that may influence diagnosis and counseling with individuals from diverse cultures.**
- **Students will be able to identify a personal position for relating to spiritual, religious, and psychological needs of self and others.**
- **Students will explore ethical tensions that may arise in multicultural counseling situations and how to employ empathy in a therapeutic relationship.**
- **Students will develop an understanding of how to read, interpret, and 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.**

Course Requirements and Evaluation Criteria

Reading Assignments **Attendance and Participation**	**Students are expected to complete assigned reading prior to class and to demonstrate a readiness to discuss the material. Evaluation will be based on the ability to communicate ideas effectively, listen respectfully, and engage in fruitful dialogue with peers. Attendance and 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. Missed classes will influence your final grade.**	**15%**
Written Assignments	**Students will prepare three papers. There will often be no right or wrong answers (within reason) and consequently, evaluation will be based on the clarity and depth of written expression and demonstrated ability to defend a position. Assignments will require the integration of assigned reading material, class discussion, and independent research. Late papers lose one point per day. Papers are to be 10-15 pages, double-spaced, APA style. Provide headings and 10-15 references to your topic.** ***You are strongly encouraged to make use of the resources SU makes available to students. The Writing Center is an asset in your academic training and is there to support your learning. All writers can benefit from "dialogue, idea sharing, exploratory drafting" and other useful exercises that should happen before final papers are submitted. (Larry Nichols, Writing Center Director, lnichols@seattleu.edu, 206-296-5309)***	**60%**
Oral Presentation	**Students will orally present a summary and reference guide of an identified cultural group prepared for distribution to classmates. Students will utilize the research and clinical literature to expand on material presented in the course. The reference guide is due on the same day the oral presentation is scheduled.**	**25%**

Lecture Schedule and Reading/Writing Assignments:

****Please note: This syllabus is a schedule of the course & modifications may be made. ****

Week 1:

Topic: Course Introduction and Overview: Pastoral Care of the Soul
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**
- **McGoldrick et al: Chapter 1- Overview: Ethnicity and Family Therapy**
- **Articles in Pastoral Care of the Soul**
- **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:

- **Paper #1(20pts) Respond to questions 6 on pg. 27 and question at the end of paragraph 1 on pg 32. Hard copies DUE week 3**
- **Preparation of summary reference page will be discussed, oral presentations scheduled.**

Week 2:

Topic: Spiritual/Cultural Competency
Culturally adapted mental health interventions

Reading:

- **Sue & Sue: Chapter 3- The Politics of Counseling and Psychotherapy**
- **Sue & Sue: Chapter 4- Sociopolitical Considerations of Trust and Mistrust**
- **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**

Suggested Reading:

- **Mezzich, J.E., et al. (1999). The place of culture in the DSM-IV. The Journal of Nervous and Mental Disease, 187.**
- **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? Professional Psychology: Research and Practice, 37.**

Week 3

Topic: The Task of Integration

The Clinical Interview

Cultural Identity

Assessment- a brief comment on Cultural Genograms (self/others)

Reading:

- **Sue & Sue: Chapter 8- Multicultural Family Counseling/Therapy**
- **Sue & Sue: Chapter 9- Nonwestern and Indigenous Methods of Healing**
- **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

- **Paper #1 DUE**
- **Paper #2(20pts) will be discussed in class regarding therapeutic impact of ethnocentric monoculturalism and learnings of week three readings.**

Week 4:

Topic: Counseling African Americans

Students Group Presentation:

Reading:

- **Sue & Sue: Chapter 14- Counseling African Americans**
- **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 Assignment:

- **Paper #2 DUE in class, late papers lose one point per day.**
- **Reflection on group assignment**
- **Paper #3 Discuss in class, Pastoral Care of the Soul**

Week 6:

Topic: Counseling Asian Families

Student Group Presentation:

Reading:

- **Sue & Sue: Chapter 15- Counseling Asian Americans**
- **McGoldrick: Chapter 20- Asian Families: An overview**
- **McGoldrick: select 4 chapters from 21-27 (Cambodian, Chinese, Filipino, Indonesian, Japanese, Korean, Vietnamese Families)**

Week 7:

Topic: Counseling Asian Indian and Pakistani, and Middle Eastern Families
Student Group Presentations:

Reading:

- **Sue & Sue: Chapter 19- Counseling Arab Americans**
- **McGoldrick: Chapter 28- Asian Indian Families: An overview**
- **McGoldrick: Chapter 29- Indian Hindu Families**
- **McGoldrick: Chapter 30- Pakistani Families**
- **McGoldrick: Chapter 31- Arab Families: An overview**
- **McGoldrick: select 2 chapters from 32-35 (Armenian, Iranian, Lebanese, Syrian, Palestinian Families)**

Writing Assignment:

- **Paper #3(20pts) DUE**

Week 8:

Topic: Counseling Hispanic/Latino/Latina Americans
Student Group Presentations:
Reading:

- **Sue & Sue: Chapter 17- Counseling Hispanic/Latino Americans**
- **Sue & Sue: Chapter 18- Counseling Multiracial Descent Persons**
- **McGoldrick: select at least 5 chapters from 11-19 (Brazilian, Central American, Columbian, Cuban, Dominican, Mexican, Puerto Rican, Salvadoran Families)**

Week 9:

Topic: Counseling European, Jewish, and Slavic Families
Student Group Presentations:

Reading:

- **Sue & Sue: Chapter 20- Counseling Jewish Americans**
- **McGoldrick: Chapter 36- Families of European Origin: An Overview**
- **McGoldrick: Chapter 48- Jewish Families: An Overview**
- **McGoldrick: Chapter 52- Slavic Families: An Overview**
- **McGoldrick: select at least 4 additional chapter from chapters 26-54**
- **Cervantes, J.M., & Parham, T.A. (2005) Toward a meaningful spirituality for people of color: lessons for the counseling practitioner. CDEMP, 11.**

Student Presentations

Week 10:

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**

Student Presentations

The fine print:

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	**B**	**Good performance on all requirements**

Academic integrity: Students are expected to follow standards of academic honesty as described in the Seattle University Student Handbook. 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.

Electronic Devices in Class: Electronic devices, including laptop computers, telephones and tablets, are not to be used during class sessions. This undermines the learning experience and is a distraction to attending to class material.

Tolerance and Mutual respect: 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.

Student Special needs: **If you have, or think you may have, a specific disability that qualifies you for academic accommodations, it is your responsibility to let your instructor know at the beginning of the academic term so that the appropriate accommodations can be made in accordance with Seattle University policy. A disability may include an invisible disability such as a learning disability, a chronic health problem, or a mental health condition that interferes with your performance as a student in this class. You are encouraged to discuss your needs and arrange support services and/or accommodations through disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.**

Notes:

First Day of Classes: March 26, 2012.

Holidays Include:

April 6-7, Easter Break (No Classes, Offices Closed).

April 12 Mission Day 8am-12pm (No Classes 8am-12pm, afternoon/evening meet as scheduled).

May 28 Memorial Day (No Classes, Offices Closed).

Last Day of Classes: June 4, 2012

Grades are Due: June 13, 2012, via SU Online by 12:00 pm.