

**School of Theology & Ministry**  
**Seattle University**  
Spring 2014

**STMC 521 (3 credits)**  
**Relationship and Pastoral Therapy**  
**in a Multicultural Context**  
**Hunthausen Hall 110**  
**Tuesday: 5:45-8:35**

**Dr. William James**  
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**Office Hours: Tuesday 3:30-4:30**

MARPT, a Couples and Family Therapy Program: *Integrating systems and psychological theories, supervised clinical experience, theological education, and spiritual formation in order to clinically heal and empower diverse families, individuals, and groups from any faith and culture.*

Student Learning Outcomes (SLOs)	AMFTRB and State Licensure Domains	Intentional Input of Core Competencies <a href="http://www.aamft.org/mis15/Documents/MFT_Core_Competencie.pdf">http://www.aamft.org/mis15/Documents/MFT_Core_Competencie.pdf</a>
<p>*SLOs specifically highlighted in this course are in bold</p> <p><b>SLO1: Students will identify as couples and family therapists who integrate effective, competent clinical education and practice with theological studies and spiritual formation.</b></p> <p>SLO2: Students will demonstrate knowledge of family systems theories and will be able to apply systemic treatment in clinical practice.</p> <p><b>SLO3: Students will demonstrate multicultural competencies, including providing clinical services to families and individuals who come from diverse races and ethnicities, genders and sexual identity, and religions and spiritual traditions.</b></p> <p>SLO4: Students will demonstrate legal and ethical competence by understanding and adhering to laws and ethical codes.</p> <p><b>SLO5: Students will be able to offer systemic case conceptualizations and treatment plans that show awareness, skill, and ability to work within the clients' social location, including spiritual and religious orientation.</b></p> <p>SLO6: Students will demonstrate skills in collaborating with health care and helping professionals such as physicians.</p>	<p>(AMFTRB) Practice of Marriage and Family Therapy</p> <p>(State License) Marriage and Family Systems</p>	<p>1.1.1; 1.2.1; 2.3.1; 2.3.8; 2.4.2; 2.4.3; 4.1.1</p>

**Texts and Materials**

**Required:**

- **Sue, D.W. & Sue, D. (2013) *Counseling the Culturally Diverse: theory and practice. 6<sup>th</sup> Ed.* Wiley.**
- **Sue, D.W., Gallardo, M., & Neville, H. (2013). *Case Studies in Multicultural Counseling and Therapy.* Wiley.**

**Recommended:**

- **McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy.* New York: Guilford Press.**

## 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.**

The following rubric will be used to assess your progress towards SLO3 (demonstrating multicultural competencies). Your 2<sup>nd</sup> paper and oral presentation are the data for this rubric.

<p>S03: Students will demonstrate multicultural competencies, including providing clinical services to families and individuals who come from diverse races and ethnicities, genders and sexual orientations, and religions and spiritual traditions.</p> <p>This rubric assesses: A 4-6 page paper where students choose one experiential aspect or theme (regarding multicultural-informed therapy) from the course that challenged them to grow and hone communication, relational, and pastoral skills. The reflection paper is a synthesis of personal experiences, background reading, and class interaction. For the oral presentation, students will choose a specific population and find research to formulate effective therapy approaches and techniques for the chosen population.</p>		Paper and Presentation are below expectations	Paper and Presentation meet expectations with some reservations	Paper and Presentation meet expectations	Paper and Presentation meet and exceed expectations	Paper and Presentation excel beyond expectations
		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1	Identifies stages of competency	Very limited awareness of stages as they relate to family therapy	Limited awareness of stages as they relate to family therapy	Emerging awareness of stages as they relate to family therapy	Strong awareness of stages as they relate to family therapy	Excellent awareness of stages as they relate to family therapy
2	Demonstrates self-of-the-therapist awareness/reflection regarding developing multicultural competency	Very limited awareness of self as a multi-culturally competent therapist. No description of	Limited awareness of self as a multi-culturally competent therapist. Some consideration of	Emerging awareness of self as a multi-culturally competent therapist. Consideration of	Strong awareness of self as a multi-culturally competent therapist. Strong consideration of	Excellent awareness of self as a multi-culturally competent therapist. Superb consideration of

		strengths/b arriers.	n of strengths/b arriers.	strengths/b arriers.	n of strengths/b arriers.	n of strengths/b arriers.
3	Demonstrates knowledge of identified cultural group: Infuses relevant reading, including peer-reviewed journal articles and class texts	Very limited knowledge of cultural group. Weak infusion of literature.	Limited knowledge of cultural group. Some infusion of literature.	Emerging knowledge of cultural group. Appropriate infusion of literature.	Strong knowledge of cultural group. Strong infusion of literature.	Excellent knowledge of cultural group. Superb infusion of literature.
4	Demonstrates skill in working with diverse populations. Considers best-practice, effective services for working with identified populations.	Very limited knowledge of working with identified cultural group. Weak description of best-practice services/theory/intervention	Limited knowledge of working with identified cultural group. A brief description of best-practice services/theory/intervention	Emerging knowledge of working with identified cultural group. Good description of best-practice services/theory/intervention	Strong knowledge of working with identified cultural group. Strong description of best-practice services/theory/intervention	Excellent knowledge of working with identified cultural group. Superb description of best-practice services/theory/intervention
5	Demonstrates skill and creativity when working with diverse populations	Very limited skill and creativity.	Limited skill and creativity	Emerging skill and creativity	Strong skill and creativity	Superb skill and creativity
6	Demonstrates ability to use clients' own strengths, faith tradition, and values in therapeutic services.	Very limited ability to use clients' strengths, faith tradition, and values	Limited ability to use clients' strengths, faith tradition, and values	Emerging ability to use clients' strengths, faith tradition, and values	Strong ability to use clients' strengths, faith tradition, and values	Excellent ability to use clients' strengths, faith tradition, and values

Score: \_\_\_\_\_

### Course Goals and Objectives:

- **Students will gain a greater sensitivity and openness to variables that may influence diagnosis and counseling with individuals, couples, and families 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

<p><b>Reading Assignments</b></p> <p><b>Attendance and Participation</b></p>	<p>Students are invited to read the weekly material prior to the first 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.</p>	<p>15%</p>
<p><b>Written Assignments</b></p>	<p>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 10-12 pages, double-spaced, APA style. Provide headings and 10-12 references to your topic. <i>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, and exploratory drafting” and other useful exercises that should happen before final papers are submitted. (Larry Nichols, Writing Center Director, <a href="mailto:lnichols@seattleu.edu">lnichols@seattleu.edu</a>, 206-296-5309)</i></p>	<p>60%</p>
<p><b>Oral Presentation</b></p>	<p>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.</p>	<p>25%</p>

### Lecture Schedule and Reading/Writing Assignments:

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

#### **Week 1(04/01/2014):**

**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 and 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](http://www.counseling.org)  
American Association of Pastoral Counselors (AAPC) [www.aapc.org](http://www.aapc.org)  
American Association of Marriage and Family Therapists (AAMFT) [www.aamft.org](http://www.aamft.org)

**Written Assignment:**

- **Paper #1(20pts) Respond to handout in class. Hard copies DUE week 2.**
- **Preparation of oral presentations discussed and scheduled for week 3.**

**Week 2 (04/08/2014):**

**Topic: Spiritual/Cultural Competency**  
**Culturally adapted mental health interventions**

**Reading:**

- Sue & Sue: Chapter 3- Multicultural Counseling Competence for Minority Group Counselors/Therapists
- Sue & Sue: Chapter 4- The Politics of Counseling and Psychotherapy: Social Justice in Counseling
- Sue & Sue: Chapter 5-Systemic Oppression: Trust, Mistrust, Credibility and Worldviews
- Sue & Sue: Chapter 6-Microaggressions in Counseling and Psychotherapy
- Sue & Sue: Chapter 7- Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives

**Week 3 (04/15/2014):**

**Topic: The Task of Integration**  
**The Clinical Interview**  
**Cultural Identity**  
**Assessment- a brief comment on Cultural Genograms (self/others)**

**Reading:**

- Sue & Sue: Chapter 8- Culturally Appropriate Intervention Strategies
- Sue & Sue: Chapter 9- Multicultural Evidence-Based Practice
- Sue & Sue: Chapter 10- Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy
- Sue & Sue: Chapter 11- Racial/Cultural Identity Development in People of Color: Therapeutic Implications
- Sue & Sue: Chapter 12- White Racial Identity Development: Therapeutic Implications
- Sue & Sue: Chapter 13- Culturally Competent Assessment

**Written Assignment**

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

**Week 4 (04/22/2014):**

**Topic: Counseling African Americans**

**Students Group Presentation:**

**Reading:**

- **Sue & Sue: Chapter 14- Counseling African Americans**
- **Sue, Gallardo & Neville: Chapter 1-African Americans**
- **Paper #3 Discuss in class, Pastoral Care of the Soul**

**Week 5 (04/29/2014):**

**Topic: Counseling the Culturally Diverse**

**Oral Presentations:**

**Reading:**

- **Sue & Sue: Chapter 15- Counseling American Indians and Alaska Natives**
- **Sue, Gallardo & Neville: Chapter 2-AI/AN**

**Writing Assignment:**

- **Paper #2 DUE in class, late papers lose one point per day.**

**Week 6 (05/06/2014):**

**Topic: Counseling the Culturally Diverse**

**Oral Presentations:**

**Reading:**

- **Sue & Sue: Chapter 16- Counseling Asian Americans and Pacific Islanders**
- **Sue, Gallardo & Neville: Chapter 3-AA**

**Week 7 (05/13/2014):**

**Topic: Counseling the Culturally Diverse**

**Oral Presentations:**

**Reading:**

- **Sue & Sue: Chapter 17- Counseling Latinos**
- **Sue & Sue: Chapter 18- Counseling Individuals of Multiracial Descent**
- **Sue, Gallardo & Neville: Chapter 4-Latina/o**

**Week 8 (05/20/2014):**

**Topic: Counseling the Culturally Diverse**

**Student Group Presentations:**

**Reading:**

- **Sue & Sue: Chapter 19- Counseling Arab and Muslim Americans**
- **Sue, Gallardo & Neville: Chapter 5-Middle Eastern/Northern African**
- **Sue, Gallardo & Neville: Chapter 6-Multiracial Descent**

- Sue, Gallardo & Neville: Chapter 7-People of Color

**Writing Assignment:  
Paper #3 (20 pts) DUE  
Oral Presentations**

**Week 9 (05/27/2014):**

**Topic: Counseling the Culturally Diverse  
Summary & Review**

**Reading:**

- Sue & Sue: Chapter 20- Counseling Jewish Americans
- Sue, Gallardo & Neville: Chapter 8-American Jews
- Sue & Sue: Chapter 21- Counseling Immigrants and Refugees
- Sue, Gallardo & Neville: Chapter 9-Immigrants
  
- Sue & Sue: Chapter 22- Counseling LGBT Individuals
- Sue, Gallardo & Neville: Chapter 14-Sexual Orientation
- Sue, Gallardo & Neville: Chapter 13-Transgender Individuals
- Sue & Sue: Chapter 23- Counseling Older Adult Clients
- Sue, Gallardo & Neville: Chapter 17-Older Adults

**Oral Presentations**

**Week 10 (06/03/2014):**

- Sue & Sue: Chapter 24- Counseling Women
- Sue, Gallardo & Neville: Chapter 11-Women
- Sue & Sue: Chapter 25- Counseling and Poverty
- Sue, Gallardo & Neville: Chapter 15-People in Poverty
- Sue & Sue: Chapter 26: Counseling Persons with Disabilities
- Sue, Gallardo & Neville: Chapter 16-Persons with Disabilities
- Sue, Gallardo & Neville: Chapter 10-Refugees
- Sue, Gallardo & Neville: Chapter 12-Men

**Last Class-Potluck/Presentations**

**The fine print:**

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

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

**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: April 1, 2014 (No kidding!)**

**Holidays Include: None**

**April 18-19: Easter Break (No Classes).**

**May 24-26 Memorial Day Weekend (No Classes).**

**Last Day of Classes: June 9, 2014**

**Grades are Due: June 15, 2014, via SU Online by 12:00 pm.**

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