

COURSE SYLLABUS

STMC 521 Pastoral Counseling in a Multicultural Context (3 units)
Seattle University School of Theology & Ministry

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Tuesdays 9-11:50 am, HUNT 160

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 Texts

- Augsburger, David W. (1986). Pastoral Counseling Across Cultures. Philadelphia: The Westminster Press. ISBN – 10:0664256163
- Van Beek, Aart M. (1996). Cross-Cultural Counseling. Minneapolis: Fortress Press. ISBN – 0800626664.
- Anderson and Fukuyama (2004). Ministry in the Spiritual and Cultural Diversity of Health Care. Haworth Press, Inc.

Please see the following websites concerning Codes of Ethics:

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

Course Requirements

Written assignments	Three response/reflection papers will be assigned through the quarter	60
	Research paper - a synthesis of the literature addressing a specific cultural group and a diagnostic category. Specifics to be discussed in class.	25
Oral Presentation	On your research findings	15
	Total possible points	100

Reading and Lecture Schedule:

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

<p>Week 1: October 2, 2007</p> <p>Topic: Course Introduction and Overview Historical Perspectives Our Ethical Responsibility</p> <p>Reading:</p> <ul style="list-style-type: none">• Code of ethics for the American Association of Pastoral Counselors and the American Counseling Association. They can be downloaded from the organization websites. Pay particular attention to special mention of multicultural diversity. <p>Written reflection:</p> <ul style="list-style-type: none">• In 2-3 typed, double-spaced pages consider a time when you felt in the minority among a group. What were the circumstances? What was the defining dimension that made you feel different? What was the outcome of that experience? How did the behavior of those around you help or hinder your feeling of acceptance and safety?• DUE in class on Tuesday, October 9th.
<p>Week 2: October 9</p> <p>Topic: Fundamental Awareness and Essential Skills The Task of Integration</p> <p>Reading:</p> <ul style="list-style-type: none">• van Beek, A.M. <u>Cross-cultural counseling</u>, complete the entire book.
<p>Week 3: October 16</p> <p>Topic: Spiritual/Cultural Competency</p> <p>Reading:</p> <ul style="list-style-type: none">• Anderson & Fukuyama. <u>Ministry in the Spiritual and Cultural Diversity of Health Care</u>.• Stuart, R.B. (2004). Twelve practical suggestions for achieving multicultural competence. <u>Professional Psychology: Research and Practice</u>, 35. <p>Written reflection:</p> <ul style="list-style-type: none">• Using class discussion and the 5 steps described in your text as a guide, reflect on your own spiritual and cultural competency in 3- 4 typed, doubled-spaced pages.• DUE in class on Tuesday, October 23rd.
<p>Week 4: October 23</p> <p>Topic: Culturally adapted mental health interventions The Clinical Interview Assessment – (a brief comment)</p> <p>Reading:</p> <ul style="list-style-type: none">• Augsburger, ch. 1 – The Cross-Cultural Counselor: A theology of presence• Augsburger, ch 2 – The Universal, the Cultural, the Unique: A theology of Culture• Mezzich, J.E., et al. (1999). The place of culture in the DSM-IV. <u>The Journal of Nervous and Mental Disease</u>, 187.

Week 5: October 30

Topic: African Americans & Asian Americans

Reading:

- Augsburger, ch. 3 – Individualism, Individuality, and Solidarity
- Augsburger, ch. 4 – Inner Controls, Outer Controls, Balanced Controls
- 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.

Writing:

- In 5-7 pages reflect on your own ethnic identity and how this plays a role in what you bring to the counseling situation. We will discuss this assignment more in class.
- **DUE in class on Tuesday, November 6th.**

Week 6 and 7 : November 6 and 13

Topic: Native Americans and Latino/Latina Americans

Reading:

- Augsburger, ch. 5 – Values, Worldviews, and Pastoral Counseling
- Augsburger, ch. 6 – Family, Family Theory, and Therapy across cultures
- Augsburger, ch. 7 – Women and Men in Cross-Cultural Therapy
- Augsburger, ch. 8 – Ethical and Moral Issues in Counseling Across Cultures
- Augsburger, ch. 9 – Possession, Shamanism, and Healing Across Cultures
- Silverstein, L.B. (2006). Integrating feminism and multiculturalism: scientific fact or science fiction? Professional Psychology: Research and Practice, 37.

Writing:

- We will discuss in class the research paper assignment.

Week 8: November 20

Topic: Creative Approaches/Practical Strategies
Case Discussion

Reading:

- Augsburger, ch. 10 – Mental Health and Mental Distress Across Cultures
- Augsburger, ch. 11 – Pastoral Psychotherapy Across Cultures

Week 9: November 27

Topic: Student Presentations
Case Discussion

Reading:

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

Week 10: December 4

Topic: Student presentations
Case discussion

Writing: **Research papers DUE**

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	B	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.

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 disabilities: If you have a specific disability that qualifies you for academic accommodations, please let your instructor know so that the appropriate accommodations can be made in accordance with Seattle University policy.