GORDON-CONWELL THEOLOGY SEMINARY – BOSTON
THE CENTER FOR URBAN MINISTERIAL EDUCATION
SUMMER 2014 – CO 712 CROSS CULTURAL COUNSELING

COURSE DATES: JULY 7-10, 6-9:30PM
JULY 12 & 19, 9AM-NOON

Professor: Steven J. Sandage, Ph.D., LP
Office: Danielsen Institute – Boston University, 185 Bay State Rd, Boston, MA 02215
Email: ssandage@bu.edu
Phone: 617-353-3047
Appointments Available Upon Request

Course Description
This course focuses on cultural dynamics in counseling and the spiritual formation of diversity competence among therapists and ministers. Students will be invited to reflect upon the ways in which these issues of social class, race, culture, gender, religion, and other contextual factors have influenced their own developmental and diversity experiences and those of the people with whom they work and minister. Course material will be covered through praxis (experiential learning), readings, lectures, and discussion. Intercultural development and diversity competence will be emphasized within a spiritually and theologically integrative framework.

Course Objectives
1. Demonstrate self-awareness of the pervasive impact of culture on human experience, as well as its impact on personal professional assumptions about ideals of human functioning.
2. Analyze the inter-relatedness of various contextual and diversity dynamics related to counseling using a systemic perspective.
3. Identify strategies for integrating theological and social science perspectives in forming a culturally-sensitive approach to counseling.
4. Gain understanding of empirical research related to multicultural/intercultural competence in counseling.
5. Begin to develop a plan for next steps in one’s own intercultural development and growth in diversity competence.

Required Reading
Required Books:
Required Articles/Chapters:


Suggested Reading:


Course Requirements
1. **Ethnic Heritage Paper** (1,500 words; **Due July 12**): Drawing upon the readings [especially including relevant assigned or unassigned chapters in McGoldrick et al. (2005) and Sue & Sue (2012) and the Hardy & Laszloffy (1995) article on cultural genograms], write a paper tracing your own ethnic or cultural heritage and how it affects your life experience and worldview. This paper should include the following, as well as other issues relevant to your particular life experience:

(a) Describe what you understand your ethnic or cultural heritage to be and how you believe it is generally perceived within the wider socio-cultural context in the United States. If your heritage includes several ethnic groups, discuss who in your family most influences your sense of ethnic identity.

(b) Describe the ways in which your family life, now and as you were growing up, was influenced by your ethnic heritage: composition of your family, how roles were assigned, discipline of children, expression of feelings, celebrations and family rituals, care of the elderly, communication and conflict styles, etc. Are you aware of cultural organizing principles that influenced your family life (Hardy & Laszloffy, 1995)? Was your faith tradition influenced by your ethnic heritage? If so, in what ways?

(c) Discuss how your understanding of your heritage has changed as you have learned about other kinds of families. How did your family seem to relate to others (i.e., differing races, ethnicities, social classes, spiritual/religious orientations)? What has been your own experience in relating to others who are different from you?

(d) What have you come to appreciate in the ethnic heritage of your own family? What have you found challenging? What would you like to be different or find yourself attracted to in other family styles or cultural traditions?

(e) How do you feel your ethnic heritage will impact your work in therapy and/or ministry?

Grading will be based on the following (100 points possible): (a) Quality of insight and cultural self-understanding (90 points), (b) Writing quality (style, grammar, spelling, punctuation, references, etc.) (10 points).

2. **Peaceable Integration Paper** (1,000 words; **Due July 19**): In their book *A Peaceable Psychology*, Dueck and Reimer (2009) offer an integrative approach to the connections of Christian psychology, theology, and therapy in multicultural contexts. First, please respond to this book by identifying some key points of learning for you. These could reflect points of agreement and/or disagreement with the authors. Second, describe implications you see for your own present and/or future integrative and culturally-sensitive work in providing therapy and/or pastoral care. In other words, how do cultural and other diversity issues factor into your own integrative understanding of ministry or therapy at this point? You are welcome to integrate insights from other course readings or class discussions in addition to Dueck & Reimer.

Grading will be based on the following (100 points possible): (a) Quality of analysis (90 points), and (b) Writing quality (style, grammar, spelling, punctuation, references, etc.) (10 points).

3. **Intercultural Case Study Paper** (2,500 words; **Due August 8**): Start with a 500 word description of a counseling case study. You can construct the case but if you use elements of a real case mask identifying details and change some elements to protect anonymity. It can
be an individual, couples, or family case, but include some description of the family system for any case. Also, the case needs to involve some cultural dynamics that are substantially different that your own cultural background. In the case description, include:

- Description of key problems/symptoms
- Information on the sociocultural background and current sociocultural context of the client(s) (i.e., including spirituality, religion, or other relevant diversity dynamics).
- Description of the family system and important relationships

Drawing on the readings (but please definitely engage material from Sue & Sue, 2013) address the following areas:

(a) **Cultural Formulation of the Case:** Consider the dimensions in the DSM 5 outline for cultural formation: (1) Cultural Identity; (2) Cultural Conceptualizations of Distress; (3) Psychosocial Stressors and Cultural Features of Vulnerability and Resilience; (4) Cultural Features of the Relationship between the Client and Clinician; and (5) Overall Cultural Assessment.

(b) **Cultural Countertransference:** How does your cultural background and orientation impact your initial subjective reaction to this case? What issues or differences might you need to keep in mind?

(c) **Main Targets of Intervention:** What would be some key issues or changes you would focus upon? What would you prioritize?

(d) **Description of Counseling Strategies and Interventions:** Briefly, how would you approach counseling in this case? What kinds of interventions would you use? How would cultural dynamics impact your approach?

(e) **Spiritual/Theological Dimensions of Your Counseling Approach:** How specifically would your spiritual and/or theological orientation influence your conceptualization and approach to this case?

Grading will be based on the following (200 points possible): (a) Quality of conceptualization, cultural and practical understanding, and self-awareness (90 points), and (b) Writing quality (style, grammar, spelling, punctuation, references, etc.) (10 points).

4. **Attendance and Respectful Participation:** Your attendance and respectful participation is valued as part of the learning dialogue of this course. Helpful participation involves both a willingness to enter into the class dialogue and to help make a place for others in the dialogue (100 points).
GRADING: Grades will be determined on the following basis:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and respectful participation</td>
<td>100</td>
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<tr>
<td>Ethnic Heritage Paper</td>
<td>100</td>
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<tr>
<td>Peaceable Integration Paper</td>
<td>100</td>
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<tr>
<td>Intercultural Case Study Paper</td>
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Total: 500 points

Final grades will be assigned as follows:

- A: 95-100
- B+: 88-91
- C+: 78-81
- B: 85-87
- C: 75-77
- D: 65-71
- B-: 82-84
- C-: 72-74
- F: 62 or less

Late Policy: A one day grace period without penalty will be offered for assignments to allow for inconveniences like computer failures or minor illnesses. You need not contact me if you are utilizing the grace day but simply email your paper. A 5% penalty will be assessed for each day after 4:00pm on the grace day for an assignment that is turned in late. Incompletes will only be given in extreme circumstances.

GENERAL COURSE EXPECTATIONS:

1. Written assignments should represent the student's own work, conform to principles of academic integrity, reflect graduate-level thinking and writing skills, and be in accordance with the American Psychological Association's Publication Manual (6th ed.) for students in the counseling program. Students in ministry or theology programs may use other formats.

2. Any course which involves exploring our personal experiences and assumptions about the world can be difficult and unsettling. Our ability to learn and grow wiser through such a course depends on several things, which I also consider necessary for successful ministry and therapy: our ability to tolerate ambiguity; our willingness to dialogue honestly and respectfully with fellow students; our willingness to consider alternative views and interpretations; our willingness to acknowledge the limits of our own understanding; our ongoing effort to integrate new information with our worldview. If you find you are having personal difficulty in this course, please check with me about a referral for consultation or counseling.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC OF DISCUSSION</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>July 7</td>
<td>Overview of course and Integration of Diversity Competence &amp; Christian Spiritual Formation</td>
<td>McGoldrick et al. (2005) - Ch 1; Sandage &amp; Harden (2011); Sandage &amp; Jankowski (2013); Sue &amp; Sue (2013) Ch 1; Tan (1999)</td>
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<td>July 8</td>
<td>Cultural Dynamics &amp; Assessment</td>
<td>Hardy &amp; Laszloffy (1995); Helms et al., (2012); Sue &amp; Sue (2013) Chs 2, 3, 13</td>
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<td>July 9</td>
<td>Culture, Families, &amp; Ethnicity in Counseling</td>
<td>Boyd Franklin (2010); McGoldrick et al. (2005) – Chs. 5-7, 36, 48, Sue &amp; Sue (2013) 17-18</td>
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<td>July 10</td>
<td>Culture, Families, &amp; Ethnicity in Counseling (cont.)</td>
<td>McGoldrick et al. (2005) – Chs. 2, 28, 31; Sandage, Hii, &amp; Vang (2003); Sue &amp; Sue (2012) 7-8, 16</td>
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<td>July 11</td>
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<td>July 19</td>
<td>Intercultural Integration of Theology, Social Science, &amp; Counseling</td>
<td>Dueck &amp; Reimer (2009) Peaceable Integration Paper Due</td>
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<td>July 20-Aug 8*</td>
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<td>Sue &amp; Sue (2012) Chs 9-10, 22-26</td>
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<td>Aug 8</td>
<td>Intercultural Case Study Papers Due*</td>
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*Not a regular class session