

MF-520 Cross-Cultural Counseling
3 Units
May 12-28, 2005

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DESCRIPTION:

This course will explore the many facets of culture and ethnicity that affect family therapy and communication. Students will participate in the Cross-Cultural events and visits in Los Angeles from May 12-21 and in Fresno May 22-28. While the course examines a wide variety of cultural and ethnic issues from a systems perspective, emphasis will be placed on specific issues related to First Nations, Native American, African-American, Latino, and Asian-American families typical of the North American context and the students' own ethnic and cultural background.

COURSE OBJECTIVES:

1. To develop vision, understanding and appreciation for the cultures, diversity and opportunities in an urban context.
2. To examine cultural influences on definitions of pathology, treatment goals, and family resources available to the counselor.
3. To become acquainted with cultural differences in family structures and role expectations.
4. To become familiar with the particularities of cultural and ethnic groups, while maintaining the counselor's own cultural identity.
5. To develop an integrative understanding of cross-cultural counseling that includes the healing mission of therapists and the church.

COURSE FORMAT:

MF-520 will meet as a cohort along with CCE students in Los Angeles and Fresno, May 12-28. This experiential model of education which begins with praxis, will require students to discern, analyze, assess and personalize basic principles of cross cultural counseling and ministry. Assignments for the course will be reflective, observation, and application oriented. The theory, reading and library research components will inform the participants' perceptions and reflection. The diversity of participants brings a range of personalities, perspectives, and experiences, which adds to the richness of the learning process. The interactions, visits and debriefings provide a laboratory experience for interpersonal and cross cultural communication. Attendance for the CCC 1:00 – 4:00 P.M. orientation sessions at MBBS on Friday afternoon, May 12, is MANDATORY for all students (no exceptions). Students expecting full credit will also participate fully in the Fresno portion of the class, May 22-28. As noted in the academic handbook, any student missing more than one day or evening session during the course may have

their grade reduced or be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies, but all exceptions must be approved by the professor and academic dean. Students will be expected to participate in cohort discussions, read assigned texts, and generate oral and written material. This course is designed around an interactive learning environment. Evaluation will be based on written assignments, interactions and discussion.

The course is designed for professional licensure, and all written work is expected in the format of the American Psychological Association publication manual, 4th edition, which can be found on reserve at the Hiebert Library, Fresno Pacific University. Late assignments will result in loss of one letter grade, or a course fail without extension.

TEXTBOOKS (Books listed on this page are on Reserve at Hiebert Library):

Fadiman, Anne (1997). The Spirit Catches You and You Fall Down. New York: Noonday.
RA418.5.T73 F33. Complete this book before we visit FIRM on May 24.

McGoldrick, M., Giordano, J., & Pearce, J. (1996). Ethnicity and Family Therapy (3rd Edition). New York: Guilford. Chapters 1, 5, 8, 10, 12, 16, 24, 27, 28, 29, 41. RC451.5.A2 E83.

McGoldrick, M. (1998). Re-Visioning Family Therapy. New York: The Guilford Press.
Chapters 1-5, 11, 19, 22, 25, 27, 30. RC451.5.A2 R4.

ADDITIONAL REQUIRED READING ASSIGNMENTS:

Augsburger, David (1986). Pastoral Counseling Across Cultures. Philadelphia: Westminster.
Chapters 1, 3, 5, 6, 9, 10, 11. BV4012.2 .A875.

Bobes, Toby & Norman S. Bobes (2005). The Couple is Telling You What You Need to Know
W.W. Norton. See especially the chapters dealing with ethnicity, religious differences.

Elmer, Duane (2002). Cross-Cultural Connections. Downers Grove: InterVarsity Press.

Goldenberg & Goldenberg (2001). Counseling Today's Families. Ch. 10 "Counseling Ethnically
Diverse Minority Families". pp. 289-331 and Ch. 8. HV699 .G56.

Nichols, William. (2004). Family Therapy Around the World. Haworth Press.

Piercy & Sprenkle & Wetcher (1996). Family Therapy Sourcebook. Ch. 10 "Cultural Issues in
Family Therapy. Pp. 256-275. (See also 276-282 for additional bibliography for your
written projects). RC488.5 .P54.

Shenk, David (1996). Global Gods. Herald Press. Chapters 1, 2, 5, 9, 10. BL80.2 .S484.

Wing Sue, Derald, and David Sue (2003) Counseling the Culturally Diverse: Theory and
Practice, 4th Edition. (Please note: Earlier editions will not suffice as there is much

updated and new material in this 4th, 2003 Edition.) Chapters 4-10, 16, 11-19, 20.
BF637.C6 S85. Please read as much of this as you can BEFORE the course.

RECOMMENDED READING:

***There are 4 blue binders with additional readings that will be helpful for developing cross cultural understandings and writing the required papers. A list of the articles and chapters in these binders is available.**

Avruch, K. Culture & Conflict Resolution. HM 136 .A93.

Daloz, Laurent A. et al (1997) Common Fire: Leading Lives of Commitment in a Complex World, Beacon Press. HM131 .C742.

Doka, Kenneth J. and Joyce D. Davidson (1998) Living With Grief: Who We Are; How We Grieve. Hospice Foundaton of America. Chapters 1-8, 15, 16, and 19 cover cultural, gender, class and religious differences in grieving, multicultural grief counseling. This book is available on Amazon for \$1.30 and up.

Dyrness, William. Invitation To Cross-Cultural Theology. Chapters 1, 6, 7. BR118 .D97.

Ellison,Craig W. and Edward S. Maynard, Healing For the City. Chapters 3, 6, 7, 8.
BV637 .E44.

Kilbourn, Phyllis, ed. (1995) Healing The Children of War. Marc Publications. Chapters 1,13-19.
BF723.W3 K54.

Lee, Wanda M. L. (1999) An Introduction to Multicultural Counseling. Philadelphia:
Accelerated Development. BF637.C6 L415.

Lynch, Eleanor W. and Marci J. Hanson. (1998) Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families. Paul H. Brookes.

Marsella & Pedersen. Cross-Cultural and Psychotherapy, is another classic. See especially the emphasis on research, Chapters 1-3, 12, 13.

Romano, Dugan (1988). Intercultural Marriage. Promises & Pitfalls. Yarmouth: Intercultural Press. HQ 1032 .R66.

Read as much of Fuder, A Heart for the City, Krebs, Edgewalkers, Shenk, Global Gods, and Fernando, Ajith, Sharing the Truth in Love: How to Relate to People of Other Faiths, as you can, to enhance dialogue with CCE students. For more details see CCE syllabus.

ASSIGNMENTS:

1. Culture & Ethnicity Journal (20%). Maintain a journal during the 3 weeks of cross-cultural experience in Los Angeles and Fresno. Reflect on situations, persons, or experiences

that challenged your view of a particular cultural or ethnic group. Focus on what is happening to you and how this affects your counseling. **DUE DATES: May 22 & May 31.**

2. From your journal entries, write **FOUR 2 page critical reflections** that include your outlook before the event, the psychological and spiritual changes it precipitated in you, and your conclusions after reflection. How are you a different counselor because of this experience? **DUE DATES:** Submit two of these on **May 22** and the remaining two on **May 31. (20 %)**
3. **Annotated Bibliography (20%).** Your reading and interaction with assigned texts should begin *before the* course begins, as it is critical to your ability to process these experiences. Keep an accurate list of everything that you read and the media that you view. Write a 2-3 page annotation for the text by Fadiman, interacting with themes salient to culture/ethnicity, and your response to the author(s) presentation of argument (roughly half and half). Include some reflection on how this will affect you in your work as a counselor. Each student needs to choose at least some reading from the supplemental materials listed in the syllabus. This can include movies and novels which describe cultural and ethnic issues. In the case of an edited text, like McGoldrick, list the chapters or portions which you read. The reading assignments that follow, are listed in the order that you are encouraged to read them: Please read Ch. 8 & 10 in Goldenberg & Goldenberg, Piercy & Sprenkle, ch. 10, Wing Sue and Sue, ch. 4, 5, 8, 10 and browse Augsburger and Common Fire **BEFORE class on May 12th.**

Due Dates: Bring a list of all reading which you have completed by that date, to the first class meeting 1:00pm **May 12.** The Fadiman review is due **May 22**; a final reading list is due **June 14.** The **Daily Evaluation Forms** are to be completed on a daily basis while impressions are current and fresh. The purpose of this feedback is to help us assess strengths/weaknesses in the program. This also shows us how you are reading the culture and the contexts which you are experiencing.

Piercy and Sprenkle, Family Therapy Source Book, Chapter 10. See also bibliography.

Goldenberg & Goldenberg, Chapters 8 & 10. Browse Common Fire before May 12.

Wing Sue, and Sue, Chapters 4-10, 16, and 20 by May 12, if possible. (read 4, 5, 8, 10 first)

Augsburger: Chapters 1, 3, 5, 6, 9, 10, 11 (Good text for integration and final paper)

Shenk, Global Gods: Chapters 1, 2, 5, 9, 10. Be sure to read the appropriate chapter BEFORE we visit the related religious sites in LA and Fresno.

McGoldrick, Revisioning Family Therapy. Chapters 1-5, 11, 19, 22, 25, 27, 30.

McGoldrick et. al., Ethnicity: Chapters 1, 5, 8, 10, 12, 16, 24, 27, 28, 29, 41, and any others that represent your own ethnicity and/or those of persons you may be working with.

Fadiman: Entire Book, Book Review due on or before **May 22.**

As much of Fuder, Krebs & Frernando as you can. Browse Common Fire before **May 12.**

4. **Integrative Paper (40%)** This 12-15 page paper will represent an analysis of how the various issues experienced and studied in this course have changed your viewpoints and practice as a professional who will be working with multiethnic families from a variety of religions, classes, races, and sexual orientations. Do not repeat things already stated in your critical reflections or annotated responses to the readings. Use APA Style for your footnotes and bibliography. Critical thinking, multiple sources, and serious reflection are all required!

Begin your paper by briefly describing your own worldview/cultural system. Include relevant religious, ethnic, racial, or class data about your own particularity this course, which you feel may contribute to your counter transference and ability to serve others. In the first section of your paper, you may find it helpful to incorporate a geographical genogram, timeline, or diagram that describes your family system inclusive of cultural/ethnic/religious roots, acculturation between generations, and issues of value orientation between the family and the wider culture (American, or the culture of your country of origin).

In the second section of your paper, outline briefly the types of cross cultural issues and families you expect to be working with during your practicum (or SME) and post graduation experiences. Describe at least three different cultural groups where you are developing some competency in both understanding and skills. Discuss salient points of similarity and diversity; then provide some relevant and appropriate principles/techniques/theories for working with families from the cultures you have chosen. Utilize the questions, examples, and ideas in McGoldrick's edited texts to help frame and organize your thinking and writing. For example, in Revisioning, page 88, there are nine questions that focus on hopelessness, beliefs and patterns of coping, adversity, and resilience. As you address at least three different cultural groups, include systemic issues such as 1) patterns of separateness and connectedness, 2) modes of interaction that become central family themes, 3) how the family or culture deals with birth, death, and aging, 4) definitions of supernatural experience, God and existence in the family or cultural narrative, 5) family patterns for dealing with intimacy, conflict, power, and shame, and 6) family attitudes toward other ethnic groups. If possible talk to persons who come from these cultures. If you have limited access to or experience with indigenous families, you may use the family in Fadiman's book or those found in other descriptive ethnic novels, biographies or films to illustrate your points.

In the third section of the paper be sure to address how differences in faith, beliefs, cultures, values and outlook may affect you and those you serve in counseling sessions. How do you view illness, healing, change, wholeness, evil? What is God calling you to do and be? Minimally, this part of the paper would cover views of suffering, salvation, change, healing, violence, peace. What is "shalom"? How will you help your clients find "shalom"? Show your readers that you have developed some competence in working with persons whose culture, ethnicity, class, religion, etc. are different from you. The Augsburg text and other sources in the blue binders and journal literature will be particularly helpful in completing this assignment. This paper requires critical, analytic thinking, footnotes and documentation.

In addition to the regular debriefings, there will be some informal "town meetings" held to discuss the issues and questions raised by students in the context of their reading and writing. If you would like to suggest a topic or time, either during the Los Angeles, or the Fresno

portion of the course, please feel free to do so. Common Fire by Daloz, et. al. provides some great perspectives for this kind of dialogue and reflection.

DUE DATE: Friday, June 14. Early papers are welcome.

SCALE	Culture & Ethnicity Journal	20%
A= 90-100% Excellent	Four Critical Reflections	20%
B=80-89% Above Average	Annotated Bibliography (May 12 log	20%
C=70-79% Average	4%, Fadiman 5%; Daily Evaluations	
D=60-69% Needs Improvement	of visits 4%; Final Reading Log 7%)	
F=59% Unacceptable	Integrative Paper	40%

ACADEMIC POLICIES:

MBBS academic policies are described in the Academic Handbook, which is updated annually. The Handbook includes policies on extensions for incomplete coursework, academic integrity, non-discriminatory language, academic appeals, etc. Students are expected to be familiar with MBBS academic policies and to follow them. Copies of the Academic Handbook are available at the reception desks at MBBS or through the offices of the Registrar and Academic Dean.

SCHEDULE:

Date	Topic	Assignments
May 12	AFTERNOON SESSION: Cultural and Ethnic Issues In Treatment	Annotated Bibliography Due
May 12-21	CCC in Los Angeles	Journal and 2 critical reflections Daily Evaluation Forms, May 15
May (TBA)	Toward a Culturally and Ethnically Sensitive Treatment Plan	Annotated Bibliography Due: Fadiman, May 22
May (TBA)	Presentations (If alternate assignments are chosen)	Case Simulations
May 28	EVENING SESSION: Pizza supper, bring salad or dessert and symbol to share regarding your experience. Spouses or significant others are welcome.	
May 31	Final Journal and 2 critical reflections are due.	
June 14	<u>Integrative paper</u> – Analysis of Ethnicity, Class, Race, Gender, Orientation and how these issues will affect your Counseling and Ministry Practice. <u>Final Reading List</u> of all reading and media utilized during the course.	

“This is an experientially based course in which site and project visits and group discussions are crucial components for learning and personal growth. Students are expected to attend all course sessions to receive credit for the course. Absences for any reasons (health, personal or work related emergencies) must be approved by one of the course instructors.”

Alternative Assignment:

Some students may wish to integrate and work with the issues raised in the course by preparing a Case Simulation/Presentation. With another student, select a cultural or ethnic group to examine. You must clear this choice with the instructor to avoid duplication with other groups. Develop a 15-20 minute case simulation for presentation to the class. Your case should include a brief introduction whereby you familiarize the class with customs, symbols, family role expectations, and family communication patterns typical of the cultural or ethnic group, along with appropriate handouts or audiovisuals. You will then perform a simulated therapy session that clearly identifies a presenting problem, potential pathology, and client-defined goal for resolution. The simulation should be written out beforehand as a transcript (4-5) pages and given to the instructor before the time of presentation. No memorization is necessary for the simulation. Your presentation should conclude with a class discussion outlining a possible treatment plan that addresses the problem, pathology, and goal with explicit sensitivity to the cultural/ethnic particularities outlined in your introduction. If you would like to consider this alternative assignment, please talk with the instructor early in the course, so that appropriate meeting times for the class can be arranged, and valid substitutions for other work can be negotiated.

FOR STUDENTS COMPLETING THIS COURSE FOR 1.5 UNITS:

1. **Reading:** If you are doing the first part of the course, read as much of the initial reading assigned before the beginning of the LA portion of the course, and write an annotated reading log, describing what you read and how you were impacted by the material.
2. **Written Requirements:** Complete the journal, two critical reflections and Daily Evaluation Sheets as described in the syllabus above. Begin your integrative paper (due May 26), covering the aspects which fit most closely with your experiences in the class. The second portion of the paper can be completed or an alternate assignment chosen for the remaining part of the course. Because you are only completing half of the course, your paper can be considerably shorter than what is described in the syllabus (6-8 pages). Talk with the Instructor to determine which portions of this assignment would be best for you to focus on in this first part of your integrative paper.
3. **Due Dates:**
Initial Reading Log – Due at the First class, 8:30 a.m. Saturday, May 12.
Critical Reflections - Due Monday the 22nd of May (Part 1), or Wednesday the 31st (Part 2)
Daily Evaluation Sheets – Before we leave LA, for Part 1 and Wednesday the 31st, Part 2.
Integrative Paper: 6-8 pages – Due May 31 for 1.5 units; June 14, 12- 15 pages for 3 units