

**PC711 MULTICULTURAL ISSUES IN PASTORAL CARE & COUNSELING**  
**METHODIST THEOLOGICAL SCHOOL IN OHIO**

Professor Fulgence Nyengele, M.Div., M.A., Ph.D.

Fall 2015—Tuesdays, 8:30 – 11:20 p.m. G140

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**COURSE DESCRIPTION**

This course examines multicultural perspectives and issues that emerge in the practice of pastoral care and counseling with persons from diverse cultural backgrounds. Throughout the course we will study the impact of cultural particularity and diversity on the theory and practice of pastoral care and counseling, including the exploration and learning of perspectives and skills which will sensitize and enable students to offer culturally competent pastoral care and counseling within, between, and across cultures. The course will also explore the nature and function of culture from theological and psychological perspectives in order to identify specific theoretical and practical issues related to the intercultural and spiritual dimensions of care and counseling. The definition of culture in this course includes, but is not limited to worldview, patterns of relating and meaning-making, ethnicity, race, language group, gender, sexual orientation, national origin, and class.

**COURSE METHODS**

Course methods will include reading all the assigned texts, lectures, large and small group discussions, group presentations, written projects, case studies, role plays, and other experiential exercises.

**CACREP STANDARDS AND CONTENT AREAS:** This course fulfills the following CACREP criteria in the areas of “Social and Cultural Diversity” (CACREP Standards, Section II.G. 2. a, b, c, d, e, f and Clinical Mental Health criteria E.1-6; F.1-3). CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to be effective practitioners of counseling in a multicultural society. The Social and Cultural Diversity area involves studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. At the completion of this course, students should be able to satisfy the following competencies outlined in the 2009 CACREP Standards, Section II:

- G.2.a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
- G.2.c. theories of multicultural counseling, identity development, and social justice;
- G.2.d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

- G.2.e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- G.2.f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**The Clinical Mental Health criteria (CMHC)** include the following learning outcomes: Students will demonstrate knowledge and understanding of the following student learning outcomes:

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1.).

Assignment: Group Presentation Project on a U.S. Subcultural group

2. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CACREP CMHC.E.1.).

Assignment: Personal Cultural Analysis paper; Group Presentation Project

3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CACREP CMHC.E.2.).

Assignment: Personal Cultural Analysis Paper)

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CACREP CMHC.E.4.).

Assignment: Group Presentation Project. Details for the presentation are listed in the course syllabus.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare (CACREP CMHC.E.5.).

Assignment: Group Presentation Project on a Subcultural U.S. group

6. Knows public policies on the local, state, and national levels that affect the equity and accessibility of mental health services (CACREP CMHC.E.6.). (Group Project/CMHC)

Assignment: Group Presentation Project on a culture or subculture other than their own. Details for the presentation are listed under the Group Presentation assignment below.

All the above CACREP standards are fulfilled in the course objectives, requirements, and assignments described below.

### **COURSE OBJECTIVES**

1. Acquire a thorough understanding of the theory and practice of multicultural counseling and multicultural pastoral care and its relevance for a multicultural/global context of ministry.
2. Develop and/or increase sensitivity to and respect for individual and cultural differences in the context of racial and cultural plurality as well as ethnic marginality.
3. Develop an increasing awareness and understanding of our own cultural values, biases, assumptions about culture, race, ethnicity, human behavior, and various forms of religious faith and spirituality, and how these may impact our interactions with culturally different clients and/or parishioners.
4. Develop multicultural competencies and intervention skills with culturally diverse clients and parishioners.
5. Increase our capacity for empathy and effectiveness within, between and across cultures.
6. Acquire greater knowledge about some US subcultural groups, their cultural uniqueness, spiritual and counseling needs, and learn to develop appropriate and effective intervention strategies in working with culturally different clients or parishioners.
7. Reflect theologically on issues of cultural difference and conflict, and explore opportunities for ministry of reconciliation.
8. Identify and examine one's own theology of multiculturalism and pluralism, both in terms of a professed or deliberative theology (e.g., "every client or parishioner is a beloved child of God, a person created in God's own image") and an embedded or unconscious operational theology (e.g., "God blesses those who work hard?", etc.).

### **COURSE REQUIREMENTS**

I. Regular attendance and adequate preparation for each session through a critical reading of and response to the required texts are expected. Failure to comply with this requirement will result in failing the course even if the student successfully completes all written work.

II. Active participation in class discussion is expected—but participation has to reflect responsive listening, thoughtful speaking, and evidence of having read (and understood) the required texts.

III. Students are expected to assist in the development of a community of respect and understanding within the classroom.

#### IV. ASSIGNMENTS

**1. Personal Cultural Analysis Paper.** The focus of this assignment is on the development of competency in the area of self-awareness in relation to the issues of diversity and oppression. Based on the readings and class discussions, this paper will examine your cultural and personal identity developmental process, and its implications for your development and growth as a counselor, pastoral caregiver, or religious leader in a multicultural and pluralistic context in which we live. You will be expected to include in your paper reflections about how the values and attitudes of your cultural group have shaped your identity—personal, professional. Please also consider such issues as ethnicity, race, class, and religion in terms of how they have shaped your personal identity. What identifications have been crucial to your personal development and who you are today? As you examine your perception of cultural/ethnic others and otherness in general, do you take into account the others' self-understanding and self-perception? Or do you consider your perception of others as normative and definitive?

Describe the process of exposure to various cultural groups and your experiences with and/or awareness of various forms of marginalization and oppression. How have you dealt with issues of power and privilege as they relate to relationships among various subcultural groups in the United States? Please think about the way privilege intertwines with your cultural identity or absence of privilege in your experience? How might your experience of privilege or absence of privilege affect your work as a counselor, pastoral caregiver, or religious leader? What were you taught passively or actively about U.S. subcultural groups, yours and others'? What groups have you had limited exposure to and therefore possibly have some prejudice against? What have you learned about yourself through this exercise? Are there areas of resistance that you are aware of as you read required texts and participate in class discussions? If yes, what are your strategies to deal these resistances? In other words, what do you need to change, if anything, in order to engage more fully in the developmental process toward multicultural awareness and cultural competency? How has this exercise helped you in your understanding of your role as a pastoral counselor, pastoral caregiver, or religious leader in a multicultural/multiracial setting in which we live? While the paper offers your own reflections, it should adequately engage the sources used in this course. Be prepared to share your paper in small group discussion. **This paper will be 4-5 pages long, and is due on October 6, 2015.**

**2. Immersion Activity: Being a Cultural Outsider.** Attend a worship service in a faith community that is culturally and racially different from your faith community and ethnic/cultural group. This is an opportunity to experience being a *cultural outsider* or

*cultural other* and to gain awareness and appreciation of the experience of being *other*. The emphasis of the paper is on your personal reactions to the experience and your reflections on what it felt like being in that situation. Be honest with yourself and genuinely engage your responses in your paper. What you write will be read only by the instructor and will be treated with respect and confidentiality. You will recount your experience in a **4-5 page paper, double spaced**. Make sure to relate your reactions and reflections to the readings. Be prepared to discuss your paper in small groups. **This paper is due November 3, 2015.**

### **3. Group Presentation Project on a U.S. Subcultural Group.**

- Students will collaborate with others in the class to teach, guide, and facilitate discussions of a selected cultural group found in the literature. A sign up sheet will be provided early in the semester.
- Each team will be expected to read thoroughly the assigned readings for the session you will lead and discuss them together prior to the class date you are expected to lead.
- Prepare a summary outline of the presentation and turn it in to the instructor on the day of your presentation.
- You are expected to initiate and sustain a productive discussion of the issues in the text source on the particular cultural group you have selected, ensuring participation from the whole class.
- In addition to the assigned reading from the textbook, research *5 professional journal articles* addressing issues related to multicultural counseling with the cultural group you have selected. Articles must be from at least three different journals.
- The presentation will follow the following format: a) teach what the literature says about the cultural group you have selected, focusing on the major points; b) discuss critically the issues in light of the course's objectives; c) based on the tripartite understanding of human beings (to be discussed in the class), reflect on differences and similarities with your team members' cultural group(s); d) raise at least three questions for discussion with the class. The questions should focus on issues of clinical and pastoral application and practice; e) allow each team member to offer very brief reflections, based on the following questions: what have you learned about your cultural group and yourself through this exercise? What areas of personal growth has this exercise revealed to you? How can you be an effective pastoral counselor or pastoral caregiver with persons from the cultural group you have examined in your presentation? How can you be an effective pastoral counselor or pastoral caregiver in a cross-cultural setting where you are in the minority group but most of your clients or parishioners are in the majority or where you are in the majority group but most of your clients or parishioners belong to a minority cultural group?
- **No paper is required for this assignment**, but only a **summary outline of your presentation** to be given to the instructor on the day of the presentation. However, I do expect that you teach well the major points and issues covered in the literature.

- The instructor will supplement your teaching with brief presentations as necessary, but I expect you to take leadership and full responsibility for the allotted time as much as possible.
- Group presentations will begin on **November 10 through December 8.**

**4. Final Paper.** Depending on your program of study, write a research paper on a topic of interest in multicultural counseling or multicultural pastoral care, or pastoral ministry in a pluralistic and postmodern world—6-8 pages long, double spaced. **This paper is due on December 8<sup>th</sup>.**

OR

Develop a **Cultural Diversity Plan** in a form of a workshop for a specific community that addresses multicultural issues, developing a community project to increase cross-cultural sensitivity and multicultural competency or plan that can be implemented to address specific cultural problems, or developing strategies to address cross-cultural counseling problems. 6-8 pages long, double spaced. **This paper is due on December 8<sup>th</sup>.**

**NOTE: All written assignments are due at the beginning of class. Papers must be submitted in hard copy to the instructor (emails not accepted as a form of paper submission).**

#### **EVALUATION AND GRADING**

Regular attendance and participation in class discussion, even though not graded, are very important to successfully complete this class. Irregular attendance and lack of participation may result in a failing grade, even though the student has successfully completed all written work.

Self-Assessment Paper	25%
Immersion Activity: Being a Cultural Outsider	25%
Group Presentation on US Subcultural Group	25%
Final Research Paper	25%
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Total	100%

**Criteria for grading papers.** The evaluation and grading of papers will use the following criteria as appropriate to each assignment: clear and persuasive academic writing; thoroughness, completeness, and diligence in discussing issues; correct grammar, punctuation, spelling, clarity of thought, and use of gender inclusive language; show evidence of critical engagement with various aspects of the course, including class readings; depth, comprehension, and organization; and inclusion of appropriate notes and bibliography. Written work should conform to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> edition (i.e., based on the Chicago Manual of Style) or APA form and style standards.

Final course grades will be based on the following scale:

A =93-100	A-=90-92		
B+=87-89	B =83-86	B-=80-82	
C+=77-79	C =73-76	C-=70-72	
D+=66-69	D =63-66	D-=60-62	F=59 and Below

## TEXTS

### A. Required Texts

Lartey, Emmanuel. *Pastoral Theology in an Intercultural World*. Cleveland, Ohio: Pilgrim Press, 2006.

Lee, Jung Young. *Marginality: The Key to Multicultural Theology*. Minneapolis, MN.: Fortress Press, 1995.

Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*. 6<sup>th</sup> ed. New York: John Wiley & Sons, 2013.

### B. Supplemental Texts

Chapters and articles as assigned by the instructor.

## COURSE OUTLINE

### August 25 Introduction to the Course and to Each Other.

Introduction to multicultural counseling and major issues to be studied; Review of the syllabus and sources to be studied; discussion of expectations, requirements, and tasks.

### September 1 Multicultural Counseling Defined

Definitions of Key Terms and Concepts: Culture; Ethnicity, etc. Multicultural Counseling; Multicultural Competencies.

Question: Do We Need Multicultural Counseling Competencies?

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 1-3.

### September 8 Counseling Theories and The Political Dimensions of Counseling

The Politics of Counseling and Psychotherapy; Need to Treat Social Problems; Social Justice Counseling; Effects of Historical and Current Oppression; Microaggressions in Counseling and Psychotherapy

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 4-6.

### September 15 Barriers to Multicultural Counseling + Non-Western Methods of Healing

Cultural Assumptions and Multicultural Family Counseling/Therapy Culturally Appropriate Intervention Strategies

Counseling and Therapy as Communication Styles

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 7-8, 10

### September 22 Theories of Racial/Cultural Identity Development and Worldviews

Black American Identity Development Models

Asian American Identity Development Models

Latino/Hispanic American Identity Development Models  
 White Racial Identity Development Models  
 Implications for Multicultural Counseling and Ministry.  
Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 11-12

**September 29 Culturally Competent Assessment**

Cultural Competence and Preventing Diagnostic Errors; Contextual and Collaborative Assessment; Multicultural Evidence-Based Practice  
Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 9&13

**October 6 Marginality as a Context for Multicultural Counseling and Ministry**

Defining Marginality; Reframing Marginality as a Creative Space;  
 Defining the New Marginality;  
 Jesus Christ as an Example of New Marginality  
 Implications for Multicultural Counseling and Ministry.  
Reading: Jung Young Lee, *Marginality*, Chapters 1-4

**Note: Your Self-Assessment Paper is due today!**

**OCTOBER 13-16: MID-TERM RECESS (NO CLASSES)**

**October 20 Marginality as a Resource for a Theology of Pluralism and Multiculturalism**

Creation as an Affirmation of Pluralism and Multiculturalism  
 The Church as the Community of New Marginality  
 Overcoming Marginality as Creative Transformation  
 Implications for Multicultural Counseling and Ministry  
Reading: Jung Young Lee, *Marginality*, chapters 5-7

**October 27 Pastoral Theology as a Resource for Multicultural Counseling and Ministry**

From Multiculturalism to Interculturality  
 Multicultural Counseling as a Liberating Intercultural Praxis  
 Implications for Multicultural Counseling and Ministry  
Reading: Lartey, *Pastoral Theology in an Intercultural World*,  
 Introduction + Chaps 1-3

**November 3 Intercultural Pastoral Theology as a Vision of Multicultural Living**

Difference in an Intercultural World: Diversity as God's Norm  
 Multicultural Living as Unity/Community of Multiple Identities  
 A Theology of Multicultural Living and Growth  
 Implications for Multicultural Counseling and Ministry  
Reading: Lartey, *Past. Theology in an Intercultural World*, chaps. 4-5



**Note: Your Immersion Activity Paper is due today**

**November 10 Group Presentations Begin Today!**

**Counseling and Pastoral Care with U.S. Subcultural Groups:**

- African Americans
- American Indians/Native Americans and Alaskan Natives

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 14 & 15

Supplemental Reading for Group Presentation:

Green, B. "African American Women." In *Women of Color*, ed.

Comas-Diaz & Green (On Reserve in the Library)

LaFromboise, T. et al. "American Indian Women." In *Women of Color*.

(On Reserve in the Library).

*Also include 4 Journal Articles from your own research on the topic (see description under the group presentation assignment)*

**November 17 Counseling and Pastoral Care with U.S. Subcultural Groups:**

- Asian Americans
- Hispanic/Latino Americans

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 16 & 17

Supplemental Reading for Group Presentation:

Bradshaw, C. "Asian and Asian American Women." In *Women of Color*, ed. Comas-Diaz & Green

Vasquez, M. "Latinas." In *Women of Color*.

*Also include 4 Journal Articles from your own research on the topic (see description under the group presentation assignment)*

**NOVEMBER 23 – 27 THANKSGIVING BREAK**

**December 1 Counseling and Pastoral Care with U.S. Subcultural Groups:**

- Persons of Multiracial Descent
- Gays, Lesbians, and their Families

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chapters 18 & 22

Supplemental Reading for Group Presentation:

Green, B. "Lesbian Women of Color: Triple Jeopardy." In *Women of Color*, ed. Comas-Diaz & Green

Root, M. "Mixed Race Women." In *Women of Color*, ed. Comas-Diaz & Green.

*Also include 4 Journal Articles from your own research on the topic (see description under the group presentation assignment)*

**December 8 Counseling and Pastoral Care with U.S. Subcultural Groups**

- Counseling Immigrants and Refugees
- Counseling Arab and Muslim Americans

Reading: Sue & Sue, *Counseling the Culturally Diverse*, chaps. 19, & 21-22

Supplemental Reading for Group Presentation:

Tien, Liang. "Southeast Asian American Refugee Women." In *Women of Color*, ed. Comas-Diaz and Green. (Chapter 17).

Langman, P.F. *Jewish Issues in Multiculturalism: A Handbook for Educators and Clinicians*. Jason Aronson, 1999. Selected chapters. Get this book through Interlibrary loan at the MTSO library.

"Working with Arab and Muslim American Clients: An Interview with Dwairy" (Chapter 14) In *Cultural Diversity: A Primer for the Human Services*. 5<sup>th</sup> ed. Brooks/Cole, 2011.

*Also include 4 Journal Articles from your own research on the topic (see description under the group presentation assignment)*

**Note: Your Final Paper is due today!**

## MTSO POLICIES

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**CLASS ATTENDANCE**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions.

**ELECTRONIC DEVICES**—Turn mobile devices off or "vibrate only" during class. Browsing the Internet or engaging in email or social network conversations during class

is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**HUMAN SUBJECT RESEARCH**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**INCLUSIVE LANGUAGE**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**INCOMPLETES**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**PASS/FAIL**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**PLAGIARISM**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If a student has questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

## **OTHER RESOURCES FOR FURTHER STUDY**

### **SELECTED JOURNAL ARTICLES**

Boyd, Marsha Foster. “The African American Church as a Healing Community: Theological and Psychological Dimensions of Pastoral Care.” *Journal of Theology* (UTS) 91: 15-31.

Cone, James. “Theology’s Great Sin: Silence in the Face of White Supremacy.” *USQR: Union Seminary Quarterly Review* 55, 3-4, 2001: 1-14.

- Greider, Kathleen. "From Multiculturalism to Interculturality: Demilitarizing the Border Between Personal and Social Dynamics Through Spiritual Receptivity." *Journal of Supervision and Training in Ministry* 22, 2002: 40-58.
- Johanson, Gregory J. "A Critical Analysis of Pastoral Counseling across Cultures." *Journal of Pastoral Care* 46, 2, 1992: 162-173.
- Kwon, Soo-Young. "Codependence and Interdependence: Cross-Cultural Reappraisal of Boundaries and Relationality." *Pastoral Psychology* 50, 1, 2001: 39-52.
- Lattimore, Vergel L. "The Positive Contribution of Black Cultural Values to Pastoral Counseling." *Journal of Pastoral Care* 36, 2, 1982: 105-117.
- Masamba ma Moplo. "African Symbols and Stories in Pastoral Care." *Journal of Pastoral Care* 39, 4, 1985: 314-325.
- Mazur-Bullis, Ronald. "Pastoral Care in a Native American Context." *Journal of Pastoral Care* 38, 4, 1984: 306-305.
- McFarland, Ian. "Personhood and the Problem of the Other." *Scottish Journal of Theology* 54, 2, 2001: 204-220.
- Nyengele, M. Fulgence. "Cultivating Ubuntu: An African Postcolonial Pastoral Theological Engagement with Positive Psychology." *Journal of Pastoral Theology*, Volume 24 (2), 2014, 1-35.
- Nyengele, M. Fulgence. "Consciousness of Context in Pastoral Care and the Issue of Multiculturalism." *Journal of Theology* 2000: 29-47.
- Reyes-Netto, Benoni. "Hidden Agenda in Cross-Cultural Pastoral Counseling." *Journal of Pastoral Care* 39, 4, 1992: 342-348.
- Silva-Netto, Benoni. "Pastoral Counseling in a Multicultural Context." *Journal of Pastoral Care* 46, 2, 1992: 131-139.
- Wiley, Christine Y. "A Ministry of Empowerment: A Holistic Model of Pastoral Counseling in the African American Community." *Journal of Pastoral Care* 45, 4, 1991: 355-364.

### BOOKS

- Anderson, Herbert. "Seeing the Other Whole: A Habitus for Globalization." In *Globalization and Difference: Practical Theology in a World Context*, eds. Paul Ballard and Pam Couture, 111-119. Cardiff: Cardiff Academic Press, 1999.
- Aponte, Joseph F., Robin Young Rivers, & Julian Wohl, eds. *Psychological Interventions and Cultural Diversity*. Boston: Allyn and Bacon, 1995.
- Atkinson, D.R., G. Morten, D.W. Sue. *Counseling American Minorities*. 5<sup>th</sup> ed. Boston: McGraw-Hill, 1998.
- Augsburger, David. *Pastoral Counseling across Cultures*. Philadelphia: Westminster Press, 1986.
- Bobes, Tony & Norman S. Bobes. *The Couple Is Telling You What You Need to Know: Couple Directed Therapy in a Multicultural Context*. New York: WW Norton, 2005.
- Bell, D. *Faces at the Bottom of the Well: The Permanence of Racism*. 1992.
- Bohn, Carole R., ed. *Therapeutic Practice in a Cross-Cultural World*. Atlanta, Georgia: Journal of Pastoral Care Publications, 1995.
- Brodsky, Annette, and Susan L. Steinberg. "Psychotherapy with Women in Theory and

- Practice.” In *Comprehensive Textbook of Psychotherapy: Theory and Practice*, eds. Bruce Bongar and Larry E. Beutler, 295-310. Oxford: Oxford University Press, 1995.
- Butler, Lee H. *Loving Home: Caring for African American Marriage and Families*. Cleveland, Ohio: Pilgrim Press, 2000.
- Butler, Lee H. *Listen My Son: Wisdom to Help African American Fathers*. Nashville: Abingdon Press, 2010.
- Carter, Robert T. *The Influence of Race and Racial Identity in Psychotherapy: Toward a Racially Inclusive Model*. Wiley-Interscience. 1998.
- Casas, J. Manuel. “Counseling and Psychotherapy with Racial/Ethnic Minority Groups in Theory and Practice.” In *Comprehensive Textbook of Psychotherapy: Theory and Practice*, eds. Bruce Bongar and Larry E. Beutler, 311-35. Oxford: Oxford University Press, 1995.
- Chinula, Donald. *Building King’s Beloved Community: Foundations for Pastoral Care and Counseling with the Oppressed*. Cleveland, Ohio: Pilgrim Press, 1997.
- Chung, Jae-Yeon. “Haunted Lives: Caring for Comfort Women in Transition.” In *Globalization and Difference: Practical Theology in a World Context*, eds. Paul Ballard and Pam Couture, 111-119. Cardiff: Cardiff Academic Press, 1999.
- Comas-Diaz, Lillian and Bervely Green, eds. *Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy*. New York: Guilford Press, 1994.
- DeYoung, Curtis Paul. *Coming Together in the 21<sup>st</sup> Century: The Bible’s Message in an Age of Diversity*. Valley Forge, PA.: Judson Press, 2009.
- Driskill, Lawrence. *Cross-cultural Marriages and the Church: Living the Global Neighborhood*. Hope Publishing, 1995.
- Hopkins, Dwight N. *Being Human: Race, Culture, and Religion*. Minneapolis: Fortress Press, 2005.
- Farris, James Reaves. *International Perspectives on Pastoral Counseling*. New York: Haworth Press, 2002.
- Foster, Charles. *We Are the Church Together: Cultural Diversity in Congregational Life*. Valley Forge, Pa.: Trinity Press, 1996.
- Ghunney, Joseph. “[Pastoral Counseling in] Ghana.” In *Pastoral Counseling in a Global Church: Voices from the Field*, eds. Robert J. Wicks and Barry K. Estadt. Maryknoll, N.Y.: Orbis Books, 1993.
- Helms, J.E. & Cook, D.A. *Using Race and Culture in Counseling and Psychotherapy*. 1999.
- Hinkle, Jr., John. “Culture and Care.” In Carroll Wise, *The Meaning of Pastoral Care. With Revisions and Additions by John Hinkle, Jr.* Bloomington, IN.: Meyer Books, 1989.
- Kibria, Nazli. *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. Johns Hopkins Univ. Press, 2002.
- Kim, Chung Kwang. *Koreans in the Hood: Conflict with African Americans*. Johns Hopkins Univ. Press, 1999.
- Kim, Thaddeus Chang-sok. “[Pastoral Counseling in] Korea.” In *Pastoral Counseling in a Global Church: Voices from the Field*, eds. Robert J. Wicks and Barry K. Estadt. Maryknoll, N.Y.: Orbis Books, 1993.
- Kim, Young-II, ed. *Ministry in the Cross-Cultural Context: Knowledge, Attitude, and*

- Experience.*
- Klingeman, Harold, et al. *Cure, Care or Control: Alcoholism Treatment in 16 Countries.* State University of New York Press, 1992.
- Knipe, Ed. *Culture, Drugs, and Society: The Social Science Approach to Drug Use.* Waveland Press, 1995.
- Lartey, Emmanuel. *In Living Colour: An Intercultural Approach to Pastoral Care and Counseling.* New York: Cassell, 1997.
- Lartey, Emmanuel, Daisy Nwachkwu, and Kasonga wa Kasonga, eds. *The Church and Healing: Echoes from Africa.* New York: Peter Lang, 1994.
- Lee, C.C. *Multicultural Issues in Counseling: New Approaches to Diversity.* 2<sup>nd</sup> ed. 1997.
- Lee, Wanda M. L. *An Introduction to Multicultural Counseling.* Taylor & Francis, 1999.
- Malony, H. Newton, ed. *Pastoral Care and Counseling in Sexual Diversity.* New York: Haworth Pastoral Press, 2001.
- Marshall, Joretta L. *Counseling Lesbian Partners.* Louisville, Ky.: Westminster/John Knox Press, 1997.
- Matsuoka, Fumitaka. *The Color of Faith: Building Community in a Multiracial Society.* Cleveland, Ohio: United Church Press, 1998.
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