

Meadville Lombard Theological School
Introduction to Multicultural Pastoral Care
January 17-21, 2012

Instructor: Rev. Dr. Monica L. Cummings

Phone: (262) 705-5786

Email: mcummings@uaa.org

Office: 7751 5th Ave, Kenosha, WI 53143

*It is far from easy to relate to the depths of other persons.
To do so is to come alive to their personhood—to their pain...
Yet only as we relate to others in depth
can we become growth-enablers in their lives.¹*

Unitarian Universalism has a long history of working for social justice in the United States. The approach used to bring about justice has been in the form of protests, political activism and writing political representatives. However, Unitarian Universalism has not intentionally focused on the pastoral care needs of people in their congregations and community ministry settings who are most wounded by injustices.

This course will introduce participants to an intentional approach to Multicultural Pastoral Care that employs a new integrated multidisciplinary assessment model to support racial and ethnic diversity in Unitarian Universalist congregations and community ministry settings, by calling attention to the significance of culture on the identity formation of individuals who are labeled by the dominant culture as minorities. Additionally, the course will provide evidence that will encourage Unitarian Universalist ministers and religious educators when providing pastoral care to consider the history, family, culture and religious/theological issues that inform, nurture and sustain Unitarian Universalists who identify themselves as persons of color or members of traditionally marginalized ethnic groups in the United States.

Finally, the course will empower participants to engage in multicultural pastoral care.

The goals of the course include the following:

- exploring the significance of culture on the ethnic/racial identity formation of people living in the U.S.
- equip participants with key elements of multicultural pastoral care
- increase participants' ability to provide pastoral care to persons with multiple ethnic identities and persons who have been transracially-adopted.
- equip participants with key elements of providing pastoral care to persons in the U.S. who identify as Asian/Pacific Islander, African Descent and Latino/a, Native American and Arab Descent.
- further participants' skills in multicultural pastoral care using role play vignettes.

Course Outline

Prior to First Class Meeting

- 1) By October 21, participants will post a one page brief introduction of themselves and their learning goals for the course.

¹ Howard J. Clinebell, *Basic Types of Pastoral Care and Counseling*, rev. and enl. ed. (Nashville: Abingdon Press, 1984), 15.

- 2) Participants will read each of the required books.
- 3) Participants will write a two page reflection paper on their theology of pastoral care.
- 4) Participants will fill out the Cummings Identity Map
 - rank the categories (1-9) according to importance of that identity category in their life,
 - explain ranking.
- 5) Participants will view the movies *Crash* and *The Visitor* (Dir. Tom McCarthy). After viewing the movies, participants will fill out a Cummings Identity Map for one of the characters of color from each movie and answer the following questions:
 - What assumptions or stereotypes do you have about the character?
 - How will your assumptions or stereotypes influence your ability to provide culturally sensitive pastoral care?
 - What cultural influences and values do you have in common with the character?
 - What role does religion play in your life and that of the character?
 - What are your thoughts/feelings related to this exercise?

Day 1 – January 17: Culture and Identity Formation

This class will include an introduction to the course, terminology, resources, and participants. Participants will process their completed Cummings Identity Map and be introduced to the Four Stage Model of Identity Formation. The video *Wilderness Journey* will be viewed and analyzed.

Required Reading

Four Stage Model of Identity Formation (provided by instructor)

Lartey, Emmanuel Yartekwei. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. 2nd ed. Chapters 1,2,7

Sue, Derald Wing, et al. II Series. *Multicultural Counseling Competencies: Individual and Organizational*. Chapters 1,-6

van Beek, Aart M. *Cross-Cultural Counseling*. Chapter 4

Root, Maria P.P., and Matt Kelley, eds. *Multiracial Child Resource Book: Living Complex Identities*. Chapter 5-13

Day 2 – January 18: Key Elements of Multicultural Pastoral Care

This class will introduce participants to five characteristics and specific tools to assist participants in providing multicultural pastoral care. The video *a thousand roads* will be viewed and analyzed. Also, participants will have the opportunity to role play various vignettes to practice newly learned skills.

Required Reading

Lartey, Emmanuel Yartekwei. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. 2nd ed. Chapters 3,4, & 9

Root, Maria P.P., and Matt Kelley, eds. *Multiracial Child Resource Book: Living Complex Identities*. Chapters 2, 4,

van Beek, Aart M. *Cross-Cultural Counseling*. Chapters 1,2,3,5 &6

Day 3 – January 19: Pastoral Care with multiethnic/biracial and transracially-adopted persons

This class will introduce participants to the unique challenges involved in providing pastoral care to persons with multiple ethnic identities and those who have been transracially adopted. The video *Shades of Youth: Youth Speak on Racism, Power & Privilege* will be viewed and analyzed.

Required Reading

Root, Maria P.P., and Matt Kelley, eds. *Multiracial Child Resource Book: Living Complex Identities*. Chapters 2,3,4,15,16,18-28

Handouts

Day 4 – January 20: Pastoral Care with Persons who Identify as Asian/Pacific Islander, African Descent, Latino/a/Hispanic

This class will provide an overview of the significant historical and cultural aspects of people who identify as Hispanic/Latino/a, Asian/Pacific Islander, Native American and African and Arab descent in the U.S. Also, the significance family and theology may have on the pastoral care needs of traditionally marginalized ethnic group members will be addressed. The video *Last Chance for Eden* will be viewed and analyzed. Participants will role play vignettes to practice newly learned information.

Required Reading

Sue, Derald Wing, et al. II Series. *Multicultural Counseling Competencies: Individual and Organizational*. Chapters 4-6

van Beek, Aart M. *Cross-Cultural Counseling*. Chapter 8-10

Handouts

Day 5 – January 21: Ethical Conduct and Last Things

This class will explore professional ethics and the ministry of referral. Participants will bring a copy their denomination's Code of Ethics for ministers. Also, participants will have the opportunity to discuss final paper topics.

Required Reading

Read and bring a copy of your denomination's Code of Ethics for ministers

Read the American Association of Pastoral Counselors Code of Ethics:
<http://aapc.org/content/code-ethics-0>

Handouts

Expectations/Requirements

Complete all class assignments, fully participant in class discussions, role plays and arrive on time. Please notify the instructor in advance if you are unable to attend class or will be late.

Participants will provide a 5-minute opening or closing meditation for one class session.

Complete and submit a six page reflection paper by January 27, 2012. The final paper will consist of the following:

1. Analysis of reading, 5 pages: What are my intellectual, vocational, and psychospiritual responses to the readings/videos assigned this week? For example, you can compare and contrast two or more readings or reflect on a professional or personal experience in light of the reading.
2. Analysis of self-in-representation with others this week, 1 page: What have I observed about myself as I related to others this week? Given that multicultural ministry can be stressful and can derail effective ministry, the standard for this part of the reflection is candid self-reflection in which you identify and wrestle honestly with positive, negative, and neutral dynamics in your self as you relate to others. In order to encourage candor, these personal reflections will be treated as confidential communications.

Required Reading

Lartey, Emmanuel Yartekwei. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*. 2nd ed. London: Jessica Kingsley Publishers, 2003.

Root, Maria P.P., and Matt Kelley, eds. *Multiracial Child Resource Book: Living Complex Identities*. Seattle: Mavin Foundation, 2003.

Sue, Derald Wing, et al. II Series. *Multicultural Counseling Competencies: Individual and Organizational*. Thousand Oaks: SAGE Publications Inc, 1998.

van Beek, Aart M. *Cross-Cultural Counseling*. Minneapolis: Fortress Press, 1996.

CUMMINGS Identity Map²

The *Identity Map* can help caregivers develop self awareness related to the cultural influences that have shaped and informed the values, beliefs and behaviors that are used to engage the world.

Some of the values, beliefs and behaviors are conscious while others are held without awareness or reflection. The *Identity Map* consists of the following elements: *Year Born/Age—significant cultural influences*. For example, Baby Boomers (born between 1947-1961) a significant cultural influence was the Vietnam War. A significant cultural influence for Generation X (1961-1972) is computer generated games and text messaging. For an immigrant to the US, a significant cultural influence could be living through a civil war or the assassination of a President. *Geographic*

² Compilation of work done Pamela A. Hays and Monica L. Cummings.

Areas Lived: childhood and adult. A sample answer for this element is a person who was raised on a Reservation and now lives in a major urban area. *National Identity,* American, El Salvadorian, Puerto Rican or South Korean etc. *Ethnicity/Race, 1st language, language spoken at home* requires the person to answer the question ‘what do I want to be called,’ Native American or American Indian, Latina or Hispanic, Black or African American etc. *Religious/Spiritual Orientation—childhood and adult.* A sample answer for this would be a person who grew up Protestant and now identifies as Unitarian Universalist. *Socioeconomic Status—childhood and adult.* For instance, a person who grew up lower middle class and now is middle to upper middle class, or someone who grew up in the upper class and now identifies as a member of the working class. *Disabilities* includes mental, physical and acquired disabilities. *Sexual Orientation* includes Lesbian, Gay and Bisexual people. *Gender—female, male and transgendered people.*

CUMMINGS Identity Map – Example

<u>Year Born/Age—significant cultural events:</u> 15 years old; Facebook; war protests; text messaging.	(1)
<u>Geographic areas lived: childhood/adult:</u> Lived in southern Texas until 10 years old; currently living in a suburb outside of San Diego California.	(6)
<u>National Identity:</u>	(9)
<u>Ethnicity/Race, first language, language spoken at home:</u> Chinese; English is my only language.	(2)
<u>Religious/spiritual orientation; childhood/adult:</u> Believes in something more powerful than humans.	(4)
<u>Socioeconomic status; childhood/adult:</u> Parents are both college graduates, father works as a civilian contractor for the U. S. Department of Defense.	(5)

<u>Disabilities:</u> None	(8)
<u>Sexual Orientation:</u> Heterosexual, but not dating much because not many of the boys of European descent in my community have shown interest in dating me.	(7)
<u>Gender:</u> Female	(3)

CUMMINGS
Identity Map

Year Born/Age—significant cultural events:
Geographic areas lived: childhood/adult
National Identity
Ethnicity/Race, first language, language spoken at home
Religious/spiritual orientation; childhood/adult
Socioeconomic status; childhood/adult
Disabilities
Sexual orientation
Gender

For more information on this type of analysis of cultural influences see the ADDRESSING Framework adapted from P.A. Hays, “Addressing the Complexities of Culture and Gender in Counseling” *Journal of Counseling and Development* 74 (March/April 1996), 332-38: © American Counseling Association.