

| SEVENTH EDITION |

DERALD WING SUE
DAVID SUE



COUNSELING
THE
CULTURALLY
DIVERSE

— *Theory and Practice* —

WILEY

Counseling the Culturally Diverse

SEVENTH EDITION

Counseling the Culturally Diverse

Theory and Practice



Derald Wing Sue | David Sue

WILEY

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Contents

Preface	xiii
About the Authors	xx
 SECTION ONE The Multiple Dimensions of Multicultural Counseling and Therapy	1
PART I The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy	3
Chapter 1 Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training	5
Reactions to Reading <i>Counseling the Culturally Diverse</i>	6
Emotional Self-Revelations and Fears:	
Majority Group Members	10
Emotional Invalidation versus Affirmation:	
For Marginalized Group Members	14
Recognizing and Understanding Resistance to Multicultural Training	20
Cultural Competence and Emotions	29
Summary	32
References	34
Chapter 2 The Superordinate Nature of Multicultural Counseling and Therapy	37
Culture-Universal (Etic) versus Culture-Specific (Emic) Formulations	41
The Nature of Multicultural Counseling Competence	45
A Tripartite Framework for Understanding the Multiple Dimensions of Identity	47
Individual and Universal Biases in Psychology and Mental Health	51
The Impact of Group Identities on Counseling and Psychotherapy	53
What Is Multicultural Counseling/Therapy?	54

What Is Cultural Competence?	56
Cultural Humility and Cultural Competence	61
Social Justice and Cultural Competence	63
Summary	65
References	66
Chapter 3 Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups	71
Counselors from Marginalized Groups Working with Majority and Other Marginalized Group Clients	75
The Politics of Interethnic and Interracial Bias and Discrimination	77
The Historical and Political Relationships between Groups of Color	81
Differences between Racial/Ethnic Groups	85
Counselors of Color and Dyadic Combinations	87
Summary	100
References	102
PART II The Impact and Social Justice Implications of Counseling and Psychotherapy	105
Chapter 4 The Political and Social Justice Implications of Counseling and Psychotherapy	107
Impact of Political Oppression	109
The Education and Training of Counseling/Mental Health Professionals	112
Definitions of Mental Health	114
Counseling and Mental Health Literature	119
The Need to Treat Social Problems—Social Justice Counseling	125
The Foci of Counseling Interventions: Individual, Professional, Organizational, and Societal	127
Social Justice Counseling	133
Summary	138
References	139
Chapter 5 The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews	145
The Rest of the Story	147
Effects of Historical and Current Oppression	150

	Counselor Credibility and Attractiveness	159
	Formation of Individual and Systemic Worldviews	166
	Formation of Worldviews	169
	Summary	174
	References	176
Chapter 6	Microaggressions in Counseling and Psychotherapy	179
	<i>Christina M. Capodilupo</i>	
	Contemporary Forms of Oppression	184
	Evolution of the “Isms”: Microaggressions	187
	The Dynamics and Dilemmas of Microaggressions	194
	Counseling Implications	200
	Summary	207
	References	208
PART III	The Practice Dimensions of Multicultural Counseling/Therapy	213
Chapter 7	Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives	215
	Identifying Multicultural Counseling Issues	217
	Generic Characteristics of Counseling/Therapy	220
	Culture-Bound Values	224
	Class-Bound Values	230
	Language Barriers	234
	Patterns of “American” Cultural Assumptions and Multicultural Family Counseling/Therapy	236
	Overgeneralizing and Stereotyping	245
	Summary	246
	References	247
Chapter 8	Communication Styles and Its Impact on Counseling and Psychotherapy	251
	Communication Styles	258
	Sociopolitical Facets of Nonverbal Communication	267
	Counseling and Therapy as Communication Style	274
	Summary	279
	References	280
Chapter 9	Multicultural Evidence-Based Practice	283
	Evidence-Based Practice (EBP) and Multiculturalism	289
	Evidence-Based Practice (EBP) and Diversity Issues in Counseling	307

Summary	313
References	315
Chapter 10 Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy	321
Legitimacy of Cultural Syndromes: Nightmare Deaths and the Hmong Sudden Death Phenomenon	324
The Principles of Indigenous Healing	332
Dangers and Benefits of Spirituality	344
Summary	346
References	348
PART IV Racial/Cultural Identity Development in Multicultural Counseling and Therapy	353
Chapter 11 Racial/Cultural Identity Development in People of Color: Counseling Implications	355
Racial Awakening	357
Racial/Cultural Identity Development Models	358
A Racial/Cultural Identity Development Model	366
Counseling Implications of the R/CID Model	377
Value of R/CID Framework	381
Summary	384
References	386
Chapter 12 White Racial Identity Development: Counseling Implications	389
Understanding the Dynamics of Whiteness	394
Models of White Racial Identity Development	396
The Process of White Racial Identity Development: A Descriptive Model	406
Developing a Nonracist and Antiracist White Identity	412
Summary	419
References	420
 SECTION TWO Multicultural Counseling and Specific Populations	425
PART V Understanding Specific Populations	427
Chapter 13 Culturally Competent Assessment <i>David Sue and Diane M. Sue</i>	429

Therapist Variables Affecting Diagnosis	431
Cultural Competence and Preventing Diagnostic Errors	433
Contextual and Collaborative Assessment	438
Infusing Cultural Competence into Standard Clinical Assessments	444
Summary	451
References	452
PART VI Counseling Marginalized Racial/Ethnic Group Populations	455
Chapter 14 Counseling African Americans	457
Chapter Introduction	458
Characteristics and Strengths	459
Specific Challenges	469
Summary	473
References	474
Chapter 15 Counseling American Indians/Native Americans and Alaska Natives	479
Chapter Introduction	480
Characteristics and Strengths	482
Specific Challenges	485
Summary	495
References	496
Chapter 16 Counseling Asian Americans and Pacific Islanders	501
Chapter Introduction	502
Characteristics and Strengths	503
Specific Challenges	511
Summary	519
References	519
Chapter 17 Counseling Latinas/os	525
<i>Diane M. Sue and David Sue</i>	
Chapter Introduction	526
Characteristics and Strengths	527
Specific Challenges	534
Summary	543
References	543

Chapter 18 Counseling Multiracial Individuals	549
Chapter Introduction	550
Characteristics and Strengths	551
Specific Challenges	556
Summary	566
References	566
PART VII Counseling and Special Circumstances Involving Ethnic Populations	571
Chapter 19 Counseling Arab Americans and Muslim Americans	573
Chapter Introduction	574
Characteristics and Strengths	574
Specific Challenges	579
Summary	586
References	587
Chapter 20 Counseling Immigrants and Refugees	591
Chapter Introduction	592
Characteristics and Strengths	594
Specific Challenges	599
Summary	610
References	610
Chapter 21 Counseling Jewish Americans	615
Chapter Introduction	616
Characteristics and Strengths	618
Specific Challenges	620
Summary	628
References	629
PART VIII Counseling and Special Circumstances Involving Other Multicultural Populations	633
Chapter 22 Counseling Individuals with Disabilities	635
Chapter Introduction	636
Characteristics and Strengths	637
Specific Challenges	646
Summary	653
References	654

Chapter 23	Counseling LGBT Individuals	659
	Chapter Introduction	660
	Characteristics and Strengths	661
	Specific Challenges	667
	Summary	676
	References	677
Chapter 24	Counseling Older Adults	683
	Chapter Introduction	684
	Characteristics and Strengths	684
	Specific Challenges	688
	Summary	700
	References	700
Chapter 25	Counseling Individuals Living in Poverty	705
	<i>Laura Smith</i>	
	Chapter Introduction	706
	Characteristics and Strengths	707
	Specific Challenges	710
	Summary	720
	References	721
Chapter 26	Counseling Women	725
	<i>Diane M. Sue and David Sue</i>	
	Chapter Introduction	726
	Characteristics and Strengths	727
	Specific Challenges	730
	Summary	742
	References	742
	Glossary	747
	Index	773

Preface

Since its publication in 1981, *Counseling the Culturally Diverse: Theory and Practice (CCD)* has become a classic in the field, used in the overwhelming majority of graduate training programs in counseling, counselor education, and clinical psychology, and now forms part of the multicultural knowledge base of licensing and certification exams. It continues to lead the field in the theory, research, and practice of multicultural counseling/therapy and upholds the highest standards of scholarship; it is the most frequently cited text in multicultural psychology and ethnic minority mental health.

Over many decades, feedback from reviewers and readers indicate the success of *CCD* is related to its (a) integrated conceptual framework, (b) up-to-date coverage of research in the field, (c) ability to actively address clinical applications through translating research/concepts to practice, (d) use of numerous examples, vignettes, and case studies that add life and meaning to the material, (e) ability to involve readers in personal self-reflection and exploration, (f) engaging writing style, and (g) passionate style of communication—hard hitting, intense and challenging.

The 13 chapters on specific populations continue to be hailed as among the best thumbnail sketches of how multicultural counseling relates to the various marginalized groups in our society. Adopters have consistently praised the culture-universal and culture-specific balance of the book. The seventh edition of *CCD* does not change the basic formula which has made and continues to make it a success in the academic and clinical markets.

Changes to *CCD*

In the seventh edition, major changes were made as a result of reviewing three dozen texts on multicultural counseling, general multicultural mental health care, multicultural assessment, multicultural competencies, multicultural supervision, and multicultural consultation. Content coverage, general orientation, philosophical approach, writing style, and pedagogy were analyzed in addition to a 2014 survey conducted by the publisher sent to over 1,300 instructors who each received a copy of the 2013 edition of *CCD*. The survey asked what were the unique challenges to teaching the course, what type of materials would prove helpful to instructors, and what areas needed additional coverage. Based upon a

review of competing texts, analysis of the survey, and feedback from past adopters, several findings informed the revision process.

Comprehensiveness

When compared to other texts in the field, *CCD* explores and covers nearly all major multicultural counseling topics in the profession. Indeed, reviewers believed it the most comprehensive of the texts published, and noted that it leads in coverage of microaggressions in counseling, interracial/interethnic counseling, social justice approaches to counseling, the implications of indigenous healing, the sociopolitical nature of counseling, racial identity development, and the cultural use of evidence-based practice. In the reviews, two important observations were made: (a) many competing texts lacked specific coverage of these topics and/or covered these areas superficially, and (b) many competitors relied heavily upon the content of *CCD*, adapting it for their books. This latter observation is certainly flattering, as it indicates that *CCD* continues to be the flagship leader in the field of multicultural counseling by continuing to break new ground in the profession and presenting original cutting-edge research.

Streamlined and Up-to-Date Coverage

In the survey of instructors, there was a notable absence of requests to cover additional topics. We surmise that instructors were satisfied by the comprehensiveness of topical coverage in *CCD*, a conclusion also supported in our review of competing books. Rather than suggesting additional topics, ironically, some adopters noted that *CCD* explores too much material and that it was difficult to cover everything in a single course. Among those who provided this feedback, there were suggestions that *CCD* be shortened. They did not recommend eliminating topics, but rather condensing, summarizing, and streamlining, or eliminating certain subtopics. We have tried our best to do so without violating the integrity of the content. Note that many of the chapters have been retitled because of changes.

Despite our intent to shorten major sections of the text, new advances and important changes in multicultural counseling suggest additional areas that need to be addressed. These include expanded coverage of internalized racism, cultural humility, expansion of microaggression coverage to other marginalized groups, social justice/advocacy skills, recent research and thinking on evidence-based practice, and new approaches to work with specific populations. It goes without

saying that the most up-to-date research findings and scholarly works have been integrated into all topics. We have also studied carefully the multicultural guidelines proposed by the American Psychological Association and the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2015) to make sure the content conforms to them. Additionally, the American Counseling Association's Multicultural Counseling Competencies Revision Committee has presented a draft proposal of new and integrated *Multicultural and Social Justice Counseling Competencies (MSJCC)* (2015) which is incorporated into the conceptual framework of the text. Thus the text not only represents the most comprehensive coverage of the field, but the most current work of scholars in multicultural counseling and mental health practice.

Emotive Nature of Content

One of the greatest concerns of instructors is the strong emotive reactions of students to the material: grief, anger, depression, and guilt in working through the content. This has been a perennial issue for students and instructors since the first edition was published in 1981. We have been aware from the beginning that *CCD* is very likely to elicit strong emotions among readers because the content of the book challenges racial, gender, and sexual orientation realities, and traditional therapeutic beliefs. On the one hand, *CCD* can be said to accomplish one of its major goals by indicating that cultural competence is more than an intellectual exercise, and that it must include dealing with strong and powerful nested and hidden emotions and biases on the part of the helper. On the other hand, these powerful feelings can become so intense in students (arousing defensiveness, guilt, and anxiety) that they prevent self-exploration (a necessary component of cultural competence in the helping professions).

To aid students in their journey to cultural competence, we have completely rewritten Chapter 1, formerly titled "The Multicultural Journey to Cultural Competence: Personal Narratives." The original intent of this chapter was to present personal narratives of the emotive reactions of a White psychologist in contrast to psychologists of color to the content of *CCD*. It was used to illustrate differences in racial realities of three individuals and to anticipate the emotive reactions of readers and their meanings. Feedback throughout the years indicates that it has been relatively successful in allowing students to link their own emotive reactions with that of the storyteller. But more seemed needed. The one downside to these long narratives was a reliance on students and instructors to distill multicultural

lessons from the life stories on their own. Although these lessons seemed obvious to the authors, it was apparently not so obvious for students.

The revision of Chapter 1, now titled “Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training,” eliminates the longer narratives in favor of a dozen or more one-paragraph personal statements from a variety of students and people that will illustrate differences in racial realities and emotive reactions that have implications for the students’ personal lives, their development as racial/cultural beings, their cultural competence, and their roles as multicultural counselors. Using shorter statements or vignettes will allow us to comment more in depth and help students make sense of their feelings and deconstruct their meanings, and will help them digest the contents of the forthcoming chapters.

Within-Chapter Changes/Additions

We strengthen each chapter by an increased focus on pedagogy, providing instructors with material to facilitate experiential activities and discussion and to help students digest the material. We open every chapter with broad **Chapter Objectives**, followed by more specific and oftentimes controversial **Reflection and Discussion Questions** interspersed throughout. Further, every single chapter opens with a clinical vignette, longer narrative, or situational example that previews the major concepts and issues discussed in the chapter. Many of these are new and serve to anchor the multicultural issues to follow. They add life and meaning to the chapter concepts and research. The Chapter Focus Questions serve as prompts to address the opening “course objectives,” and these questions not only preview the content to be covered, but are cast in such a way as to allow instructors and trainers to use them as discussion questions throughout the course or workshop. The specific Reflection and Discussion Questions allow for more concentrated and detailed discussion by students on identifiable topical areas. As in the previous edition, we have retained the **Implications for Clinical Practice** sections and added a new **Summary** after every chapter.

Pedagogical Materials

Plans are under way to strengthen and expand the instructor’s handbook so as to provide guidance on teaching the course, anticipating resistances, and overcoming them, and to provide supplementary materials and ideas that the teacher can use, such as case studies, videos/movies, group activities, tours/visits, and other

pedagogy that will facilitate learning. In working with the publisher, we are planning an instructor's manual to accompany *CCD* that will actually make suggestions on how to teach the course on a chapter-by-chapter basis. This would be similar to the publication of *Case Studies in Multicultural Counseling and Therapy* edited by Sue, Gallardo, and Neville (2014) intended for use to accompany *CCD*. The instructor's manual would have a similar use, providing advice, suggestions, exercises, and pedagogical tools to use in teaching. Whether this would be a published hard copy or accessible online is currently under consideration.

Book Organization

Much new research and findings in multicultural counseling, cultural competence and the increasing role of using evidence-based interventions have developed over the past few years. In essence, the topical areas covered in each chapter of the book continue to be anchors for multicultural counseling coverage. As a result, while the chapters remain similar to their previous versions, each has undergone major revisions; some are quite extensive in updating of references, introduction of new research and concepts, and discussing future directions in counseling, therapy, and mental health.

We maintain our two-part division of the book with 12 separate chapters in Section One—The Multiple Dimensions of Multicultural Counseling and Therapy, and 13 population-specific chapters in Section Two—Multicultural Counseling and Specific Populations. We spent considerable thought in deciding whether to eliminate certain populations from coverage (to reduce the length of the text) or whether to add others. We felt that adding additional populations was impractical in light of the numerous populations that could be included. We were also conflicted about suggestions that we eliminate some of the population-specific chapters because they were not covered frequently by many instructors. In the end we decided to keep the current ones because they had been developed over time from requests by instructors. Further, most instructors tend to pick and choose the specific populations they desire to cover.

Each population-specific chapter has been thoroughly updated using common topical headings (when possible) that will allow for better cross-comparisons between and among the groups. We attempt to maintain the same length limit for these chapters because further shortening of them would not be educationally sound—they would become checklists rather than integrated chapters.

Appreciation

There is an African American proverb that states, “We stand on the head and shoulders of many who have gone on before us.” Certainly, this book would not have been possible without their wisdom, commitment, and sacrifice. We thank them for their inspiration, courage, and dedication and hope that they will look down on us and be pleased with our work. We would like to acknowledge all the dedicated multicultural pioneers in the field who have journeyed with us along the path of multiculturalism before it became fashionable. They are too numerous to name, but their knowledge and wisdom have guided the production of *CCD*. Special thanks go to our editor Rachel Livsey, who supported the revision efforts and constantly encouraged the many new directions exemplified in the seventh edition. We also wish to thank the staff of John Wiley & Sons, especially Patricia Rossi, for the enormous time and effort placed in obtaining, evaluating, and providing us with the necessary data and feedback to produce this edition of *CCD*. Their help was no small undertaking and we feel fortunate in having Wiley as our publisher.

We’d also like to thank the following individuals who assisted with the Wiley Plus Learning Space version of *Counseling the Culturally Diverse*. Dr. Joel M. Filmore was instrumental in the development and production of the multicultural counseling videos. His expertise in the area of multiculturalism and diversity, as well as his vision for the video content, was integral to this project as he spearheaded each individual session. He was not only responsible for how the counseling concepts and ideas for the videos were portrayed, but he brought together an incredibly gifted group of counseling professionals. Dr. Maxine L. Rawlins helped us shape our content to align with the online environment and provided invaluable suggestions for how to integrate a counseling perspective throughout. We were the beneficiaries of her three and a half decades of expertise in the areas of multicultural counseling/psychology and active work for 12 years in the area of educational and counseling-enhancing technology. Elizabeth Hughes, M.Ed., worked collaboratively with Dr. Rawlins to develop online pedagogical assessments and other resources. Her perspective as a recent student was invaluable.

Working on this seventh edition continues to be a labor of love. It would not have been possible, however, without the love and support of our families, who provided the patience and nourishment that sustained us throughout our work on the text. Derald Wing Sue wishes to express his love for his wife, Paulina, his son,

Derald Paul, and his daughter, Marissa Catherine. David Sue wishes to express his love and appreciation to his wife, mother, children, and twin grandsons.

We hope that *Counseling the Culturally Diverse: Theory and Practice*, seventh edition, will stand on “the truth” and continue to be the standard bearer of multicultural counseling and therapy texts in the field.

Derald Wing Sue
David Sue

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About the Authors

Derald Wing Sue is Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. He served as president of the Society for the Psychological Study of Ethnic Minority Issues, the Society of Counseling Psychology, and the Asian American Psychological Association. Dr. Sue continues to be a consulting editor for numerous publications. He is author of over 160 publications, including 19 books, and is well known for his work on racism/antiracism, cultural competence, multicultural counseling and therapy, and social justice advocacy. Three of his books, *Counseling the Culturally Diverse: Theory and Practice*, *Microaggressions in Everyday Life*, and *Overcoming our Racism: The Journey to Liberation* (John Wiley & Sons) are considered classics in the field. Dr. Sue's most recent research on racial, gender, and sexual orientation microaggressions has provided a major breakthrough in understanding how everyday slights, insults, and invalidations toward marginalized groups create psychological harm to their mental and physical health and create disparities for them in education, employment, and health care. His most recent book, *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*, promises to add to the nationwide debate on racial dialogues. A national survey has identified Derald Wing Sue as "the most influential multicultural scholar in the United States," and his works are among the most frequently cited.

David Sue is Professor Emeritus of Psychology at Western Washington University, where he has served as the director of both the Psychology Counseling Clinic and the Mental Health Counseling Program. He is also an associate of the Center for Cross-Cultural Research at Western Washington University. He and his wife, Diane M. Sue, have co-authored the books *Foundations of Counseling and Psychotherapy: Evidence-Based Practices for a Diverse Society*; *Understanding Abnormal Psychology* (11th edition); and *Essentials of Abnormal Psychology*. He is co-author of *Counseling the Culturally Diverse: Theory and Practice*. He received his Ph.D. in Clinical Psychology from Washington State University. His writing and research interests revolve around multicultural issues in individual and group counseling and the integration of multicultural therapy with evidence-based practice. He enjoys hiking, snowshoeing, traveling, and spending time with his family.

Counseling the Culturally Diverse

SECTION ONE



The Multiple Dimensions of Multicultural Counseling and Therapy

Becoming culturally competent in working with diverse populations is a complex interaction of many dimensions that involves broad theoretical, conceptual, research, and practice issues. This section is divided into four parts (each containing a number of chapters) that describe, explain, and analyze the issues that counseling and mental health practitioners must address in the areas of multicultural counseling/therapy, cultural competence, and sociopolitical influences that cut across a spectrum of specific populations.

- Part I: *The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy* makes clear that the journey to cultural competence requires an emotional awakening in the area of one's knowledge, beliefs, attitudes, and behaviors related to race, culture, ethnicity, gender, and other diverse groups. To become culturally competent means developing a broad conceptual framework for viewing diversity and multiculturalism. It also means understanding that multicultural counseling competence applies equally to trainees from dominant and marginalized groups and to helping professionals.
- Part II: *The Impact and Social Justice Implications of Counseling and Psychotherapy* discusses (a) the need to acknowledge the political bases of Western European approaches, (b) the need to recognize that counseling and

psychotherapy may represent a microcosm of race relations, gender relations, and other unequal status relations in our larger society, and (c) how modern forms of bias (microaggressions) may affect both the psychological health of socially marginalized groups and our and their standard of living.

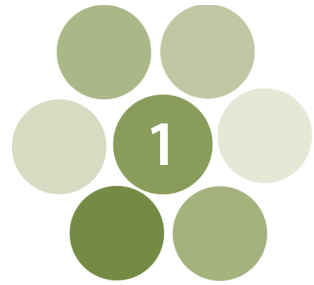
- Part III: *The Practice Dimensions of Multicultural Counseling/Therapy* integrates multicultural premises developed from the first two parts into the domain of clinical work. It reviews, analyzes, and points to best practices in working with diverse populations at the individual, familial, group, institutional, and societal levels. The theme of social justice counseling is carried over from Part II and is shown to be balanced with two major new developments in the field: multicultural evidence-based practice and the contributions of non-Western indigenous methods of healing.
- Part IV: *Racial/Cultural Identity Development in Multicultural Counseling and Therapy* has always been a challenging journey for both persons of color and White people. The most recent and up-to-date findings of racial identity development are contained in two chapters. The identities of clinicians and clients as racial/cultural beings and the impact of these identities on the dyadic combinations in therapy can either enhance or negate the therapeutic outcome. Questions such as “Who are you as a racial/cultural being?” “What does it mean to be a person of color?” and “What does it mean to be White?” must be adequately addressed in the journey to cultural competence.

PART I



The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy

- Chapter 1** Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training
- Chapter 2** The Superordinate Nature of Multicultural Counseling and Therapy
- Chapter 3** Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups



Obstacles to Cultural Competence

Understanding Resistance to Multicultural Training

Chapter Objectives

1. Acknowledge and understand personal resistance to multicultural training.
2. Identify how emotional reactions to topics of prejudice, discrimination, and oppression can act as obstacles to *cultural competence*.
3. Understand *worldview* differences between majority and socially devalued group members in this society.
4. Make sense of why majority group members often react differently from marginalized group members when issues of racism, sexism, or heterosexism are discussed.
5. Be cognizant of how *worldviews* may influence the ability to understand, empathize, and work effectively with diverse clients.
6. Realize that becoming an effective multicultural counselor is more than an intellectual exercise and is a lifelong journey.