

Experiential Activities for Teaching Multicultural Competence in Counseling

Edited by
Mark Pope, Joseph S. Pangelinan, and Angela D. Coker



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ASSOCIATION
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Experiential Activities for Teaching Multicultural Competence in Counseling

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Foreword

Patricia Arredondo

In the past 20 years, multicultural counseling classes have become staples in the majority of counselor training programs around the United States and, increasingly, in international classrooms as well. A new generation of scholars and practitioners has fueled the enthusiasm for teaching about multicultural topics and for creating innovative activities for bringing theories and concepts to life. *Experiential Activities for Teaching Multicultural Competence in Counseling* is an excellent resource for use in both multicultural counseling classes and other core classes in which infusion and reinforcement of cultural learning can readily occur. Multicultural advocates have always insisted on the relevance of cultural concepts in all counseling courses. Whether one is teaching family issues, group work, counseling theory, supervision, or, of course, practicum, the activities from this new text can serve to expand thinking and understanding about relevant cross-cultural perspectives and practices. In 1996, “Operationalization of the Multicultural Counseling Competencies” (Arredondo et al.) was published with the goal of providing behavioral examples to implement the landmark “Multicultural Counseling Competencies and Standards: A Call to the Profession” (Sue, Arredondo, & McDavis, 1992). It is gratifying to have a text that promotes the implementation of the multicultural counseling competencies.

Experiential Activities for Teaching Multicultural Competence in Counseling introduces a range of topics embedded in the multicultural counseling competencies. In the 11 sections and 121 chapters, professionals and graduate students provide alternative applications for personal and professional development. It has been well documented that lectures are only one modality for teaching; increasingly, it is experiential activities, both inside and outside of the classroom, that fortify the lessons to be learned. There are common themes across the different chapters. Among these is the emphasis on individuals’ multidimensionality; respect of different worldviews; perspective taking; cross-cultural styles of learning, communicating, and responding to mental health interventions; identity development; and ecological considerations. After all, multicultural counseling models reinforce the interdependence of the individual, family, group, community, and nation. Context and culture count, and this principle is evident throughout the text.

The writers introduce activities that may have seemed dangerous or taboo 20 years ago. They address issues of socioeconomic classism, oppression, and discrimination, including White privilege, emotional discomfort in the context of counseling, and transgender identity. I particularly like the chapter addressing the use of proverbs and their culture-specific and cross-cultural applications and the chapter describing the use of cultural genograms.

The counseling profession has made great advances in the past 20 years, and the American Counseling Association has been instrumental in fostering the evolution of the multicultural counseling movement.

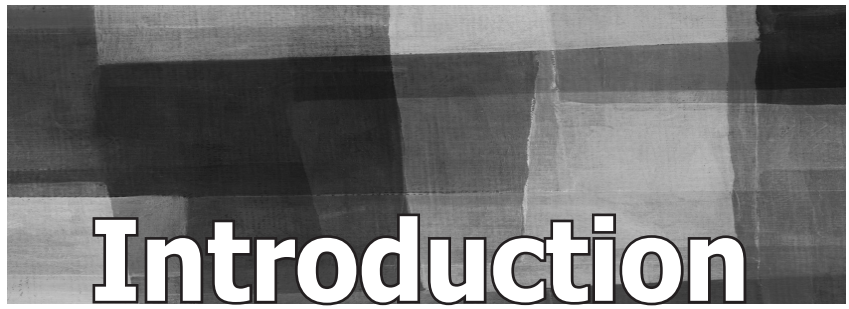
As Indira Ghandi stated, “You can’t shake hands with a closed fist” (Simpson, 1988, p. 5). Mark Pope, Joseph S. Pangelinan, and Angela D. Coker have brought Ghandi’s words to life.

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Introduction

We now live in diverse global village that has become increasingly more interconnected with each passing day. Understanding and appreciating this diversity is a key component of our work as counselors and counselor educators. Few among us would argue against the ethical premise that counselor education must be concerned with the development of the whole individual, which also includes culture and human diversity. The American Counseling Association's (ACA's) *Code of Ethics* (2005) includes the following statement on competence, which speaks to the issue of both professional ethics and human diversity:

C.2.a. Boundaries of Competence. Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

When teaching multicultural counseling principles, it is generally viewed as best practice for faculty not only to devote whole courses to the issue of culture, but also to infuse cultural diversity throughout our profession's core curriculum. Faculty who have taught such classes have often found themselves adapting and using experiential activities as a means of increasing students' participation in the learning process. Often, such faculty have developed many of their activities in isolation and have shared these experiential activities only with other faculty who also share an interest in developing multicultural competence.

This book is primarily intended for newly minted counselor educators who are just beginning their academic careers and preparing to teach courses that are new to them or who are in the throes of developing or enhancing existing courses that may lack adequate cultural infusion. This book is also intended for seasoned counselor educators who are committed to implementing social and cultural foundations in any or all core content areas highlighted in the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. This publication represents a collaborative effort to provide a central location of experiential activity resources for faculty wishing to implement consciousness-raising learning tools and strategies in the clinical training of counseling students.

The development of this book has been a two-year journey, starting with the collection of various activities from counselor education faculty across the country. We initially sent out a call for submissions to several counselor education Internet listservs (including CESNET) in addition to soliciting submissions at the annual ACA national conference. Immediately and over the course of a year and a half we

received many responses and submissions from a diversity of practitioners and counselor educators. We are extremely proud of the collection presented in this volume.

We have tried to make this book very user-friendly, and so we have organized each activity (referred to as a “chapter”) in several different ways that we hope will facilitate your use of these resources. First, this book is organized into 11 different sections that represent the primary subject matter that appears in both beginning and advanced multicultural counseling classes. This subject matter includes everything from introductory conversations about cultural diversity, definitions of *oppression* and *discrimination*, and components of becoming a culturally skilled counselor to considerations in counseling specific cultural groups (which includes considerations of race, sexual orientation, spirituality, and social class).

We developed a topical cross-index that provides a list of chapters that are cross-indexed by a more detailed list of topics and is divided into three parts: (a) chapters on topics related to the content and process of teaching multicultural counseling classes (including the use of popular culture/media, creative arts, personal narratives, and technology), (b) chapters on topics related to the various cultural groups, and (c) chapters infusing cultural diversity into core classes directly related to the CACREP standards.

These activities are fun and thought-provoking and are designed to stimulate critical consciousness in the areas of personal awareness, knowledge, and skills. They can be used in a stand-alone multicultural course or infused into career, research, family counseling, clinical and supervision training, group counseling, or human life span and development courses. Furthermore, a CD-ROM accompanies this volume that includes a compilation of all the group activities handouts shared in this book.

When an instructor selects and facilitates any experiential activity, we want to stress the importance of adhering to the use of safety guidelines and ethical diversity group work. An activity should not be used just to fill in an empty time slot. Group facilitators are responsible for determining the appropriateness and readiness of their class to engage in a particular activity. This determination includes making sure students are adequately prepared through prior class readings and/or class discussions. Group facilitators must also have sufficient training and experience in facilitating diversity work in addition to solid knowledge about group dynamics. Group facilitators must be responsible for clearly stating the purpose of the activity and how it ties into the overall objectives of the course. It is also important to set ground rules for participation (e.g., respect, appropriate use of language) in addition to determining clear procedures for handling any group conflict that may arise. For a detailed outline of diversity group work considerations, refer to the Association for Specialists in Group Work’s (1998) *Principles for Diversity-Competent Group Workers*.

Finally, the three of us are grateful to the many talented authors who contributed to the development of this book. The contributing authors’ biographies highlight their accomplishments and commitment as counselor educators. We appreciate their true scholarship, creativity, and willingness to allow us to highlight their work in this volume. We are proud to note that contributors to this book generously represent all five regions of the United States (i.e., North Atlantic, North Central, Southern, Rocky Mountain, and Western) highlighted by the Association for Counselor Education and Supervision (ACES). We are also grateful to Carolyn Baker of ACA for her guidance in the publication of this book, University of Missouri—St. Louis doctoral student David Hart for his graduate assistance, and Lynne McCarthy and Sue Cross for their administrative support. This book would not have come to fruition without your collective aid. We thank you!

We hope you find this publication a useful and valuable resource in your work as multicultural and social justice advocates. We are confident that you will find an activity that fits your needs within the content of your course. As you review and use this book, we welcome any comments or feedback you have regarding its contents. Please send all comments to Mark Pope at pope@umsl.edu.

—Mark Pope, Joseph S. Pangelinan, and Angela D. Coker

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About the Editors

Mark Pope, Ed D, NCC, MCC, MAC, ACS, has been teaching multicultural counseling classes for over 20 years. He is currently professor and chair of the Division of Counseling and Family Therapy at the University of Missouri—Saint Louis. Dr. Pope is the author of 5 books, over 30 book chapters, over 40 journal articles, and over 100 professional presentations at the international, national, and state levels, and he has written extensively on various aspects of counseling, including the career development of ethnic, racial, and sexual minorities; violence in the schools; teaching career counseling; psychological testing; international issues in counseling; and the history of public policy issues in career counseling. His works have appeared as books, as conference presentations, and in such journals as the *Journal of Counseling & Development*, *The Career Development Quarterly*, *The Counseling Psychologist*, *The Family Journal*, and the *Journal of Multicultural Counseling and Development*. He has special expertise in Native American, Asian, and sexual minority cultures.

Dr. Pope has served as president of the ACA, National Career Development Association, and Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. He has been elected as a fellow of the ACA, American Psychological Association (APA), National Career Development Association, and Society of Counseling Psychology. He has also served as the editor of *The Career Development Quarterly* as well as on the editorial boards of several other professional journals.

Dr. Pope is an elder of St. Francis River Band of Cherokees and a senior trial judge in the Southeastern Cherokee Tribal Courts. He has worked with quite diverse populations, including individuals from a variety of cultures, races, ethnic groups, genders, and sexual orientations. Specifically, he has helped Native Americans who are both HIV+ and alcoholic, workers who are being laid off by their employer, heroin addicts on the southside of Chicago, psychiatrically hospitalized adolescents, people with AIDS and their partners, people who are abusing alcohol and other substances, same-sex and opposite-sex couples, and disadvantaged and ethnically diverse students. Dr. Pope has founded and designed the counseling programs for a variety of agencies, including high schools, colleges, and private counseling agencies, and he has been a career testing and planning consultant for a variety of profit and intentionally nonprofit corporations.

Dr. Pope also served as the director of psychological services for the American Indian AIDS Institute and the Native American AIDS Project in San Francisco.

Joseph S. Pangelinan, MS, NCC, LPC, is a doctoral student in the Division of Counseling and Family Therapy at the University of Missouri—Saint Louis. He was born and raised on Chuuk Island in the Micronesian region of the Pacific Ocean. In 1990, he completed his undergraduate studies at Benedictine College in Atchison, Kansas. After working in the field for two years, he matriculated in the counseling program at Southeast Missouri State University. While at Southeast Missouri State University, he completed all of his practicum and field experience hours at the Center for Health and Counseling, where he emphasized work with minority populations and international students. For his capstone master's thesis project, he did a comparative study on the psychological help-seeking behaviors of students from the United States and Turkey.

Upon graduation with a master's degree in counseling, Joe accepted a position with Bootheel Counseling Services in rural southeast Missouri, where he helped develop, market, and implement the Missouri Access/Crisis Response System. This effort involved working with individuals who are marginalized and not able to access mental health services because of geographic isolation, physical limitations, poverty, and social stigma.

In 1999, Joe moved to the Cottonwood Residential Treatment Center, a Missouri Department of Mental Health facility, to continue his work with children and adolescents who had been identified as mentally disordered or ill by the state. Three years later, Joe accepted a position at Logos School, where he remains.

In his current position, Joe works as a counselor and director of behavior intervention and field education. He provides individual and group counseling with student-clients who have been diagnosed with an emotional and often a learning disability. He also does treatment planning and consultation on difficult cases with teachers, parents, school districts, and other therapists. He trains and provides supervision to social work and counseling interns on best counseling practices with the students who have been identified with emotional and learning disabilities.

Joe has taught graduate counseling courses and presented programs at the local, regional, and national levels on multicultural issues, career development, crisis intervention, school counseling foundations, counseling practicum, and counseling field experience. He is a regular speaker on issues of cultural diversity at schools throughout the Saint Louis metropolitan region.

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Central to her academic inquiry is the question, How can counselor education and supervision be used to expand multicultural awareness, knowledge, and social advocacy? Dr. Coker is an active member of the ACA, Counselors for Social Justice, the Association for Counselor Education and Supervision, and Chi Sigma Iota. She is a community activist who has conducted numerous community outreach initiatives in the St. Louis metropolitan area. Her most recent outreach project included working with young homeless mothers.



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Mark C. Reh fuss, PhD, LPC, ACS, is an associate professor of counselor education and supervision at Regent University in Virginia Beach, Virginia. He has taught multiculturalism for four years and works clinically with diverse populations of adults. He appreciates the intersection of spirituality and culture that can often happen within counseling sessions. His other interests include career counseling, human sexuality, and supervision.

Kate Davis Rogers, MA, LPAT, LPCC, is an art therapist (LPAT, ATR-BC) and counselor (LPCC) who has worked with people for over 25 years. She found teaching multiculturalism at the graduate level one of the most delightful experiences of her life. She has worked with people of all ages in a variety of settings and with a variety of issues. Having worked with people from Australia

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Carmen F. Salazar, PhD, NCC, is a counselor educator who regularly teaches master's- and doctoral-level classes in multicultural counseling, and she is committed to infusing multiculturalism and diversity in the other courses she teaches. She is editor of a book describing how diversity can be infused into group leadership, *Group Work Experts Share Their Favorite Multicultural Activities: A Guide to Diversity-Competent Choosing, Planning, Conducting, and Processing*, published by the Association for Specialists in Group Work. She serves on the editorial boards of the *Journal for Social Action in Counseling and Psychology* and the *Journal for Specialists in Group Work*.

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Suzanne Zilber, PhD, is a counseling psychologist who earned her doctorate at Ohio State University. She has been a licensed psychologist for 17 years. Dr. Zilber is owner of Catalyst Counseling in Ames, Iowa, and specializes in the treatment of eating disorders; sexual trauma in childhood; gay, lesbian, and bisexual and multicultural issues; career exploration; and accidents and disasters. In addition, she has provided organizational consultation and trainings to nonprofit organizations.

