



# Multicultural Issues in Counseling

New Approaches  
to Diversity

• FOURTH EDITION •

edited by

*Courtland C. Lee*

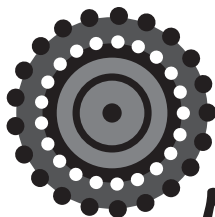


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New Approaches  
to Diversity

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*American Counseling Association*

5999 Stevenson Avenue • Alexandria, VA 22304

*Director of Publications* • Carolyn C. Baker

*Production Manager* • Bonny E. Gaston

*Editorial Assistant* • Catherine A. Brumley

*Copy Editor* • Beth Ciha

Cover and text design by Bonny E. Gaston.

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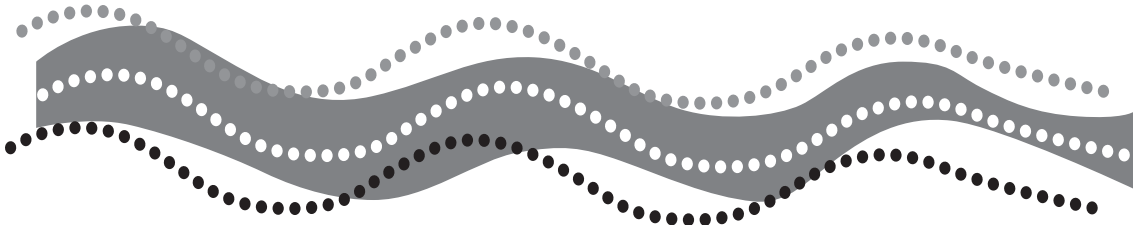
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# Dedication



*To the giants upon whose shoulders I stand!*





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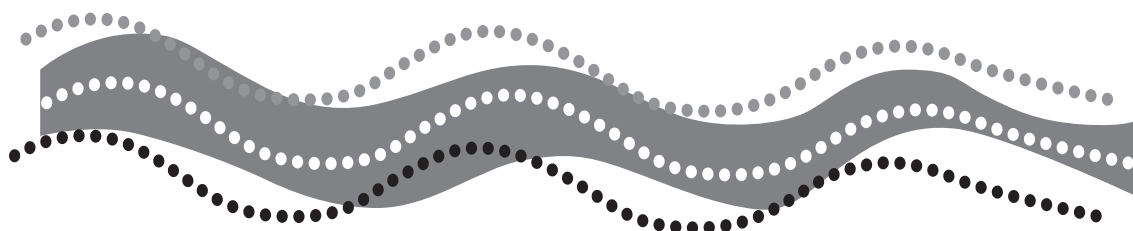
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## Acknowledgments

The fourth edition of this book, like the three that preceded it, owes its development to a number of people. As editor I would like to use this space to acknowledge their contributions to the project. I must start by thanking the contributors for the time and creative energy they put into preparing their chapters. As always, their scholarly efforts are intensely admired and greatly appreciated.

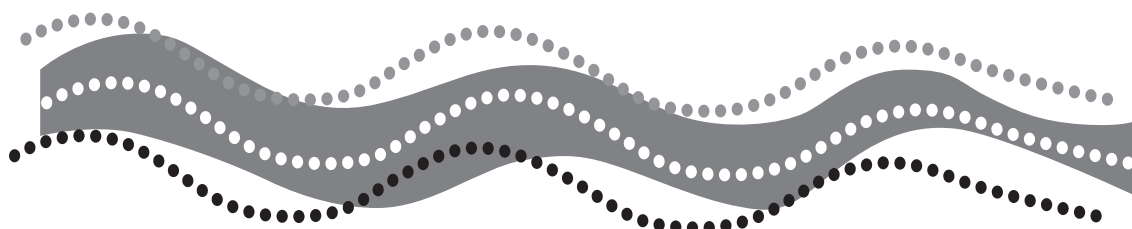
I am also deeply indebted to Ana Popovska and Marte Ostvik-DeWilde, who served as my editorial assistants in the development of this book. I am grateful to them for dealing effectively with all of the complex editing issues and administrivia associated with preparing the manuscript for this edition.

This book could not have been completed without the help, guidance, support, and incredible patience of Carolyn Baker, Director of Publications of the American Counseling Association. Her quiet oversight and ongoing encouragement were most welcome. Carolyn's belief in this project helped to keep me motivated and focused throughout the challenging editorial process.

Although he is not a person, a special note of thanks must also go to my black Labrador Retriever Snoopy, who lay at my feet during much of the editing process. Snoopy, you have become a scholar in your own right!

Finally, I acknowledge my wife Vivian. Thank you, Vivian, for your love, support, and understanding. You said it could be done, and you were right!





## Preface

This book represents the fourth edition of *Multicultural Issues in Counseling: New Approaches to Diversity*. The three previous editions, with their focus on culturally competent counseling practice, have become important books in the counseling profession. They have provided professional counselors with strategies for culturally competent intervention with many client groups. In addition, the three previous editions have been widely adopted as textbooks in counselor training programs.

Developments in the discipline of multicultural counseling have made it necessary to consider publishing a new version of this book. It was decided that in order to stay relevant to counseling practice, the time had come to revisit the content of the book.

This edition attempts to build on the strengths of its three predecessors. It also represents an attempt to incorporate insights gained from listening to those who used one of the three previous books in their counseling studies or practice. Much like the third edition, this fourth edition seeks to broaden the scope of multicultural counseling theory and practice beyond the context of race/ethnicity into other important areas of cultural diversity. In addition to examining race/ethnicity, this edition considers the important issues of sexual orientation, disability, socioeconomic disadvantage, and the world of military service.

Like the previous editions, the purpose of this book is to present culturally competent intervention strategies for professional counselors working with, or preparing to work with, diverse client groups in a variety of settings. It provides practicing counselors and those preparing to enter the profession with direction for culturally competent counseling with clients from a number of diverse backgrounds.

### *Focus of the Book*

This book deals with *multicultural counseling*, defined as the working alliance between counselor and client that takes the personal dynamics of these individuals into consideration alongside the dynamics of both of their cultures. The focus of the book is on providing a broader

perspective on diversity as a way to offer direction for multicultural counseling. The book is devoted to multicultural counseling *practice* with selected diverse client groups. It is designed to help counselors apply their awareness of and knowledge about cultural diversity to the development of appropriate skills for use with specific client groups. The ideas presented here developed out of both the professional and personal experiences of the chapter authors, who are scholars from the specific cultural group in question or have intimate knowledge of a particular group. Although this book offers guidance in the practice of multicultural counseling, it is not intended to be a cookbook or a how-to manual. In addition, a concerted attempt has been made to explore the cultural dynamics of the selected groups in as nonstereotypical a fashion as possible. One pervasive theme throughout this book is that not all people of a particular group act or think in the same manner and that although cultural knowledge is important, it is critical to approach each client as a unique individual.

## Overview of the Contents

This book is divided into three parts: “Introduction,” “Direction for Culturally Competent Counseling,” and “The Counselor as Human Being: Professional and Personal Issues in Counseling Across Cultures.” The two chapters in “Introduction” lay a conceptual foundation for the rest of the book. After exploring the nature of counseling in a cross-cultural context, Courtland C. Lee and Denise Park discuss important concepts that provide a framework for multicultural counseling competency in Chapter 1, “A Conceptual Framework for Counseling Across Cultures.” In Chapter 2, “The Cross-Cultural Encounter: Meeting the Challenge of Culturally Competent Counseling,” Courtland C. Lee presents an analysis of encounters between counselors and clients from different cultural backgrounds. He next examines some important issues that should be considered in addressing the challenges of culturally competent counseling and then provides specific guidelines for enhancing the working alliance in a cross-cultural counseling encounter.

In the second part of the book, “Direction for Culturally Competent Counseling,” approaches for counseling members of specific cultural groups are presented. This section of the book is composed of 15 chapters, each of which offers ideas and concepts for culturally competent counseling. These chapters include a review of the cultural dynamics of each group and their role in shaping mental health and the social issues and challenges that often affect development. The authors then introduce strategies for addressing these issues and challenges. These counseling practices evolve from an understanding of and appreciation for the unique history and cultural experiences of each group. The authors of these chapters provide the reader with case studies that underscore their ideas on culturally competent counseling.

The first section of Part II focuses on the experiences of ethnic groups of color in the United States. In Chapter 3, “The Spectrum of Counseling American Indians,” Tarrell Awe Agahe Portman casts light through the spectrum of counseling on the cultural continuum found among American Indian peoples. After providing a historical overview and review of current population trends among the American Indian population, she provides counseling case studies that emphasize important aspects of American Indian culture. In Chapter 4, “Counseling People of the African Diaspora in the United States,” Courtland C. Lee and Kimberly N. Frazier present an overview of the concept of Afrocentricity and its relationship to mental health for people of African descent. This is followed by a discussion of several important issues that must be considered in culturally competent counseling with people of the African diaspora. The authors present case studies of counseling practices with clients of African descent and offer guidelines for culturally competent counseling.

In Chapter 5, “Counseling Asian and Pacific Islander Americans,” Song E. Lee and Albert Valencia introduce the majority and minority Asian American and Pacific Islander groups and provide some practical considerations for counseling these populations. Their goal is to ensure that counselors understand the diversity among Asian American and Pacific Islander groups in order to provide culturally competent services to this client group. In Chapter 6, “A Conceptual Approach to Counseling With Latina/o Culture in Mind,” Carlos P. Hipolito-Delgado and Jessica M. Diaz highlight the heterogeneity of Latinas/os and provide a basic understanding of this ethnic community by discussing ethnic labels, presenting the demographic profile of Latinas/os, and discussing their experience in the United States. They also explore traditional cultural considerations and present some counseling considerations and interventions for use with this ethnic community. Saara Amri, Sylvia Nassar-McMillan, Sandra Amen-Bryan, and Mary M. Misenhimer explore the issues and challenges of counseling Arab Americans in Chapter 7, “Counseling Arab Americans.” The authors of this chapter refer to individuals who trace their roots to those countries in the Middle East. They explore the rich diversity within this culture in terms of religion, family, gender, and sociopolitical history. They also consider some of the ways in which these background issues impact identity development and mental health. Several case studies that illustrate some of this information conclude the chapter.

The second section of Part II continues with an exploration of the experience of multiracial individuals. In Chapter 8, “Counseling the Multiracial Population,” Kelley R. Kenney and Mark E. Kenney examine the counseling issues and concerns of multiracial individuals and families. They begin by defining who is included in this client group. The authors then discuss the issues and concerns of interracial couples and multiracial individuals. They present counseling case studies to examine these issues and concerns in greater detail.

The experience of gender and age is explored in the third section of Part II. In Chapter 9, “Issues in Counseling Men,” Shawn L. Spurgeon explores the critical, cultural, and clinical issues currently affecting men. He examines theoretical approaches for counseling interventions with men and provides case studies to help the reader understand these approaches. Conversely, in Chapter 10, “Issues in Counseling Women,” Kathy M. Evans explores these same issues for women and discusses strategies for counseling women, using case studies that highlight these interventions.

The experience of ageism is examined in Chapter 11, “Combating Ageism: Advocacy for Older Persons.” Jane E. Myers and Laura R. Shannonhouse explore demographic changes in the United States with a focus on the aging of the population and within-group factors that predispose some older persons to significant personal and social risk. The traditional professional counseling response to the graying of America is then described. Ageism is then discussed in relation to its personal impact on older individuals. The chapter concludes with a consideration from both macro and micro perspectives of recommended strategies and actions for counselors and a case study that demonstrates the application of these suggestions with an older client.

The sexual minority experience in the United States makes up the fourth section of Part II. In Chapter 12, “Counseling Gay Men,” A. Michael Hutchins explores issues associated with counseling this client group. He provides an overview of the dynamics of the cultural context of gay men. Then, through a series of case studies, Hutchins discusses key aspects of homosexual identity development. He focuses not only on the evolution of gay identity for men but the communities in which they live as well. In Chapter 13, “Counseling Lesbian, Bisexual, Queer, Questioning, and Transgender Women,” Anneliese A. Singh and Kirstyn Yuk Sim Chun begin by introducing terminology important for counselors to know and

use when working with lesbian, bisexual, queer, questioning, and transgender women. They also discuss common counseling concerns, helpful counseling interventions, typical counselor advocacy, and community resources for working with this client group.

The fifth section of Part II of this book considers the experience of people with disabilities. In Chapter 14, “Counseling Individuals With Physical, Cognitive, and Psychiatric Disabilities,” Julie F. Smart begins by explaining the importance of including a chapter on disability in a multicultural counseling book. She continues by exploring the three broad categories and models of disability. The chapter concludes with guidelines for counselors working with people with disabilities and a case study.

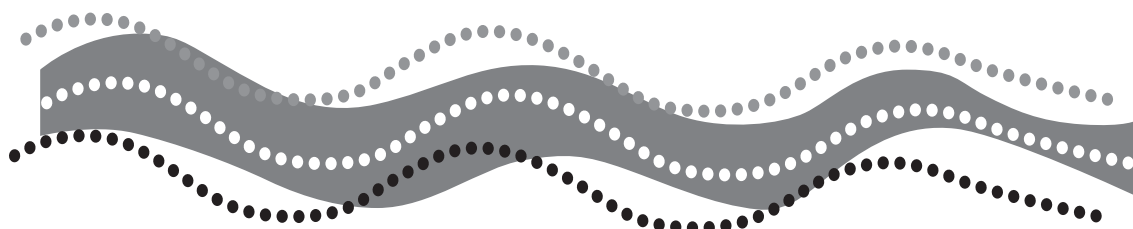
The experience of deaf culture is explored in the sixth section of Part II. In Chapter 15, “Multicultural Deaf Children and Their Hearing Families: Working With a Constellation of Diversities,” Cheryl L. Wu and Nancy C. Grant present important insights into deaf culture. This chapter gives an overview of this culture and then focuses on deaf children born into hearing families, with an emphasis on immigrants, families of color, and deaf children with disabilities. Wu and Grant introduce a social justice situation-framing approach to cultural encounters with culturally diverse deaf children and their families.

The seventh section of Part II considers the experience of socioeconomic disadvantage. In Chapter 16, “Counseling and the Culture of Economic Disadvantage,” William Ming Liu and Sherry K. Watt discuss the need to be especially aware of how economic and financial concerns affect the lives of clients. Given the ubiquity of social class issues in U.S. culture, it is almost impossible to escape the salience of money and economics in people’s lives. The authors present a rationale for why counselors need to address a client’s economic and social class and then present a theory of social class and privilege that will allow counselors to work with clients. They use a case study to illustrate this theoretical approach.

The eighth and final section of Part II represents a unique aspect of this multicultural counseling book: it is an examination of the military experience. Major geopolitical events of the early 21st century (e.g., 9/11, the wars in Iraq and Afghanistan) have dramatically demonstrated that the realities of men and women in military service are vastly different from those of individuals in civilian life. These realities constitute a distinct culture, and the men and women in the service of their country face issues and challenges that are unique to this culture. In Chapter 17, “Counseling Military Clients: Multicultural Competence, Challenges, and Opportunities,” Marvin Westwood, David Kuhl, and Duncan Shields describe the prevailing U.S. military culture and the obstacles to help seeking based on the adherence to this culture. The authors introduce a model for overcoming these challenges and discuss its therapeutic implications for working with military clients. They also illustrate how to integrate a multicultural competence approach with military clients in both individual and group counseling contexts.

The third and final part of this book considers aspects of the culturally competent counselor as a professional and, more important, as a human being. In Chapter 18, “Ethical Issues in Multicultural Counseling,” Beth A. Durodoye frames important ethical issues and concepts in a multicultural context and examines strategies relevant to ethical practice with culturally diverse client populations.

Courtland C. Lee concludes the book with Chapter 19, “Global Literacy: The Foundation of Culturally Competent Counseling.” He introduces the concept of *global literacy*, which comprises the basic information that a person needs to know in order to successfully navigate life in the technologically sophisticated, globally interconnected world of the 21st century. Lee explores the role of global literacy as a foundational aspect of not only developing multicultural counseling competency but promoting a way of life consistent with today’s diverse realities.



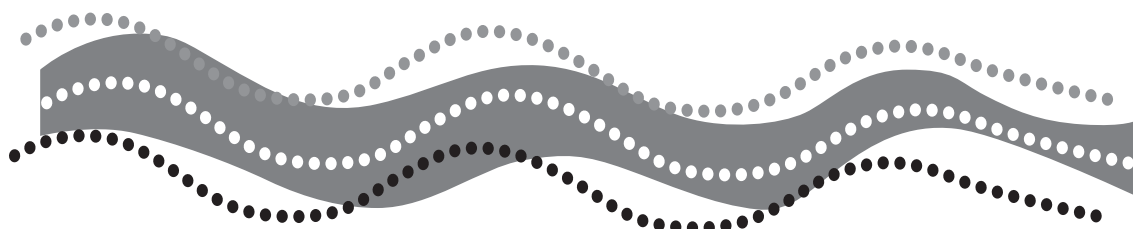
## About the Editor



**Courtland C. Lee** received his PhD from Michigan State University. He is a professor of counselor education at the University of Maryland, College Park. He is the author, editor, or coeditor of five books on multicultural counseling and two books on counseling and social justice. He is also the author of three books on counseling African American men. In addition, he has published numerous book chapters and articles on counseling across cultures. Dr. Lee is the former editor of the *Journal of Multicultural Counseling and Development* and the *Journal of African American Men*. He has also served on the editorial board of the *International Journal for the Advancement of Counselling* and was a senior associate editor of the *Journal of Counseling & Development*. Dr. Lee is the president of the International Association for Counselling. He is also a Fellow and past-president of the American Counseling Association and a past-president of the Association for Multicultural Counseling and Development. He is also a Fellow of the British Association for Counselling and Psychotherapy, the only American to receive this honor.







## About the Contributors

**Sandra Amen-Bryan, MA**, has a master's in clinical psychology and has worked in the field of mental health for more than 20 years. One of her specialty areas is addressing family and marital issues through a multicultural lens. She recently completed a postgraduate certificate in applied behavior analysis and has turned her focus to the educational needs of children with autism and their families.

**Saara Amri** is a third-year doctoral student studying counselor education at George Mason University. Ms. Amri is a Muslim Arab American woman. She has worked with the immigrant population, and specifically the Muslim immigrant population, for more than 10 years. She is bilingual in Arabic and English and in her capacity as a mental health therapist currently works primarily with Arabic-speaking survivors of torture and severe trauma.

**Kirstyn Yuk Sim Chun, PsyD**, received her doctorate in clinical psychology from Indiana University of Pennsylvania in 2003. She is an associate professor and licensed clinical psychologist at Counseling and Psychological Services at California State University, Long Beach (CSULB), where she supervises within the American Psychological Association (APA)–accredited predoctoral internship training program. At CSULB, she is chair of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Task Force and past-chair of the President's Commission on the Status of Women. Dr. Chun served as cochair of the Committee on Racial and Ethnic Diversity of the APA Division 44 Society for the Psychological Study of LGBT Issues, during which time the committee received the President's Award from the Asian American Psychological Association. She is the 2013 Division 44 representative to the National Multicultural Conference and Summit. She publishes and presents on intersections of racial, sexual, and other marginalized identities. Areas of clinical, scholarly, and advocacy interest include LGBT-affirmative counseling, bisexuality, multicultural and social justice issues, women's issues, clinical supervision and training, group therapy, and outreach and consultation.

**Jessica M. Diaz** is a doctoral candidate in the counselor education program at the University of Maryland studying in the specialty area of multicultural counseling. She has presented on the topic of multicultural counseling at conferences at the national and state levels. She has coauthored chapters in related areas and has tailored her doctoral study to focus on this particular area of study. She has taught courses as an adjunct faculty member at The Johns Hopkins University and Loyola College in multicultural counseling, ethics, human development, helping skills, and counseling theories. Ms. Diaz is involved in a number of research projects focused on urban school education, mentorship, and college going. She has served as president of the Alpha Delta chapter of Chi Sigma Iota and as the Student Representative for the American Counseling Association (ACA) Governing Council and served for 2 years on the ACA Blue Ribbon Panel.

**Beth A. Durodoye, EdD**, earned her doctorate from the University of Virginia. She is professor and chair of the Department of Leadership, Technology & Human Development at Georgia Southern University. Formerly at the University of Texas at San Antonio where this chapter was written, Dr. Durodoye's research and writing interests speak to the mental health needs of diverse populations in the United States and abroad. Multicultural, social justice, and advocacy themes are reflected in her numerous authored and coauthored publications. She is the former associate editor of *Counseling and Values* journal and currently serves on the editorial board of the *Journal of Counseling & Development*. Dr. Durodoye is a past-president of the Texas Association for Multicultural Counseling and Development.

**Kathy M. Evans, PhD**, is an associate professor at the University of South Carolina and program coordinator for the Counselor Education program. Dr. Evans's research interests and publications focus on multicultural, career, and feminist issues. She has either authored or edited numerous book chapters and books on multicultural career development, but her most recent publication is a book coauthored with her colleagues from graduate school titled *Introduction to Feminist Therapy: Strategies for Personal and Social Change*. Dr. Evans has been president of the Southern Association for Counselor Education and Supervision and secretary of Chi Sigma Iota Honor Society International. She is currently completing her second term on the editorial board for the *Journal of Counseling & Development* and is cochair of the Association for Counselor Education and Supervision/National Career Development Association Joint Commission for the Preparation of Career Counselors.

**Kimberly N. Frazier, PhD**, received her doctorate in counselor education from the University of New Orleans. She is a licensed professional counselor, a licensed marriage and family therapist, and a nationally certified counselor. She is an assistant professor of counselor education at Clemson University. Dr. Frazier has published articles on culture-centered counseling with pediatric populations and families, the use of culturally based trauma and crisis counseling with children and families. She has served on the editorial board of the *Journal of Multicultural Counseling and Development* and currently serves as the chair of the Association for Multicultural Counseling and Development Mentoring Program and the Association for Multicultural Counseling and Development Mentoring Program Research Symposium.

**Nancy C. Grant** founded the Hearing Impaired Program (HIP) Big Brothers/Big Sisters Deaf/Hard of Hearing Program, which grew into the HIP Deaf & Hard of Hearing Youth Project. This program provides multiple services for diverse and multiply disabled San Francisco Bay Area inner-city children, youth, young adults, their families, and communities. She serves as adjunct faculty at Gallaudet University's Department of Counseling and coordinates and teaches in San Francisco State University's Rehabilitation Counseling certificate program focusing on deaf, hard of hearing, and deafened consumers. Ms. Grant is hearing and uses American Sign Language.

**Carlos P. Hipolito-Delgado, PhD**, received his doctorate in counselor education from the University of Maryland, College Park. He is assistant professor and program coordinator in school counseling at California State University, Long Beach. His research interests include ethnic identity development in Chicana/o and Latina/o students, internalized racism in communities of color, and training to improve multicultural competence. Dr. Hipolito-Delgado is coeditor of a book on multicultural counseling. He has also authored or coauthored articles and book chapters on cultural identity development, internalized racism, empowerment theory in school counseling, and social justice in counseling. Dr. Hipolito-Delgado has presented at numerous conferences nationally and internationally. He currently serves as treasurer for Counselors for Social Justice and as an ad hoc reviewer for the *Journal of Counseling & Development*. He has also served as conference committee chair for the Association for Multicultural Counseling and Development.

**A. Michael Hutchins, PhD**, received his doctorate in counseling from the University of Idaho. He is a licensed professional counselor in private practice in Tucson, Arizona, and has been an adjunct faculty member in the Department of Educational Psychology at the University of Arizona. He works extensively with men who have histories of sexual abuse and trauma and with adolescent and adult men who are in the process of integrating cultural and sexual identities. He has conducted experiential group workshops nationally and internationally exploring the impact of violence on individuals and communities. He is a past-president of the Association for Specialists in Group Work and of Counselors for Social Justice and is a past-chair of the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling. He currently serves on the editorial boards of the *Journal of LGBT Issues in Counseling* and the *Journal for Social Action in Counseling and Psychology*. He has been a member of the City of Tucson Gay, Lesbian, Bisexual and Transgender Commission, on which he chaired the Social Services Committee. He has written in the areas of cross-cultural and experiential group work, counseling and social justice advocacy, trauma, and sexual identity development. Michael is an avid bicyclist.

**Kelley R. Kenney, EdD**, received her doctorate in counselor education and supervision from George Washington University in Washington, DC. She is a professor in the Department of Counseling and Human Services at Kutztown University in Kutztown, Pennsylvania, and serves as the program coordinator for the Student Affairs in Higher Education (Administration and College Counseling) tracks. Dr. Kenney is a coauthor of the book *Counseling Multiracial Families* and the counseling training videotape *Counseling the Multiracial Population: Couples, Individuals, and Families*. She has authored and coauthored numerous articles and book chapters on counseling the multiracial population and has served as a reviewer for several other books, book chapters, and videos on the multiracial population and other diverse populations. Currently she serves on the editorial board of the *Journal of LGBT Issues in Counseling*. Dr. Kenney is a past-president of the Pennsylvania Counselor Educators and Supervisors Association and a past-chair of the North Atlantic Region of the American Counseling Association. She is cochair of the Multiracial/Multiethnic Counseling Concerns Interest Network of the American Counseling Association and is serving a second term on the Governing Council of the American Counseling Association.

**Mark E. Kenney, MEd**, received his master's in counseling in higher education from Kutztown University and is a licensed professional counselor. He is an adjunct professor at Chestnut Hill College/DeSales campus in the Department of Counseling Psychology and Human Services in Center Valley, Pennsylvania, and at Albright College Department of Interdisciplinary Studies in Reading, Pennsylvania. He is founder/director of Rainbow Support Network Diversity Training and Consulting of Reading, Pennsylvania. He is a coauthor

of the book *Counseling Multiracial Families* and the counseling training videotape *Counseling the Multiracial Population: Couples, Individuals, and Families*. He is also coauthor of several book chapters and other publications on counseling the multiracial population. Mr. Kenney is a past-president of the Pennsylvania Counseling Association and has also served as the North Atlantic Region representative for the Association for Multicultural Counseling and Development. He is currently cochair of the Multiracial/Multiethnic Counseling Concerns Interest Network of the American Counseling Association.

**David Kuhl, MD, MHSC, PhD**, is associate professor in the Department of Family Practice, Faculty of Medicine, University of British Columbia, and the director of the Centre for Practitioner Renewal, a joint venture between Providence Health Care and the University of British Columbia. For the past several years, Dr. Kuhl has also been involved in developing the Veterans Transition Program, a group-based program designed to assist former members of the Canadian Military in their transition to life as civilians. Dr. Kuhl graduated with a master's in health sciences (community health and epidemiology) from the University of Toronto in 1981 and received his medical degree from McMaster University in 1985. In 1996 he became a Soros Faculty Scholar, Project on Death in America. This award allowed him to conduct a qualitative study, *Exploring Spiritual and Psychological Issues at the End of Life*. The study served as the basis for his doctoral dissertation as well as for two books, titled *What Dying People Want: Practical Wisdom for the End-of-Life* and *Facing Death, Embracing Life: Understanding What Dying People Want*. Through his work at the Centre for Practitioner Renewal, Dr. Kuhl is working to combine his interests in medicine and psychology to develop a program of service, education, and research that sustains health care providers in the workplace.

**Song E. Lee, PhD**, is an assistant professor in counselor education at California State University, Fresno. She received her MS in counseling with a concentration in marriage and family therapy and the Pupil Personnel Services Credential in School Counseling from California State University, Fresno. Dr. Lee earned her PhD in counselor education from North Carolina State University. Dr. Lee's clinical experiences include providing counseling services to diverse groups of children, families, and couples. She has presented at international, national, state, and regional conferences on topics relating to identity development, the Hmong population, multicultural counseling issues, and culturally and linguistically appropriate interventions. Dr. Lee has been involved with the community by advising several student organizations, providing pro bono counseling services to non-English-speaking Hmong clients, cohosting a radio show for the elderly Hmong population, and conducting research on the needs and issues of Hmong elders. Her publications include a cowritten book chapter on counseling diverse clients and an article on Hmong women. She is a recipient of the Courtland C. Lee Multicultural Excellence Scholarship Award.

**William Ming Liu, PhD**, is a professor and program coordinator of counseling psychology at the University of Iowa. He received his doctorate in counseling psychology from the University of Maryland in 2000. His research interests are in social class and classism, men and masculinity, and multicultural competencies. He has published in journals such as the *Journal of Counseling Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, and *Psychology of Men and Masculinity*. In recent reviews, he was identified as one of the most frequent producers of research on the psychology of men and masculinity and multicultural competency. He received the Emerging Leader award from the Committee on Socioeconomic Status of the American Psychological Association (APA), the Emerging Young Professional Award (Division 45, APA), and the Researcher of the Year Award (Division 51, APA). He is the associate editor of *Psychology of Men and Masculinity* and has served

on the editorial boards of *The Counseling Psychologist*, *Cultural Diversity and Ethnic Minority Psychology*, the *Journal of Multicultural Counseling and Development*, the *Journal of Counseling Psychology*, and the *Clinician's Research Digest*. He is an editor of the *Handbook of Multicultural Competencies in Counseling and Psychology* (2003, Sage); an editor of *Culturally Responsive Counseling With Asian American Men* (2010, Routledge); author of *Social Class and Classism in the Helping Professions: Research, Theory, and Practice* (2011, Sage); and editor of the forthcoming *Handbook of Social Class in Counseling* (Oxford University Press). He is the past-program chair for the National Multicultural Summit and Conference (2007). He is a licensed psychologist in Iowa, and his present clinical work is with clients at a transitional shelter, where he coordinates a counseling practicum and life skills and self-development curriculum for shelter residents and clients.

**Mary M. Misenhimer** is currently working on her PhD at North Carolina State University. She has a wide range of clinical experience, including counseling children and adolescents, eating disorders, substance abuse, and family therapy. She currently works at a treatment facility in Durham, North Carolina. Mary is a very active member of Chi Sigma Iota and has served as treasurer, president, and past-president of the Nu Sigma Chi chapter. She is a member of the American Counseling Association and a board member of the Chi Sigma Iota-Task Force Committee and the Association for Creativity in Counseling. Mary's research interests include religious, gender, and ethnic identity development; eating disorders; substance abuse; and career selection and life satisfaction.

**Jane E. Myers, PhD, LPC, NCC**, is a professor of counselor education at the University of North Carolina at Greensboro, a National Certified Counselor, a National Certified Gerontological Counselor, and a Licensed Professional Counselor. She is a Fellow of the American Counseling Association and a Charter Fellow of the Chi Sigma Iota Academy of Leaders for Excellence. She is also a past-president of the American Counseling Association and two of its divisions, the Association for Assessment in Counseling and the Association for Adult Development and Aging, of which she was founding president. Dr. Myers also served as chair of the Council for Accreditation of Counseling and Related Educational Programs and was the second president of Chi Sigma Iota. In 2003 she was selected for inclusion in *Leaders and Legacies in Counseling*, a book that chronicles the contributions of 25 individuals selected as among the most significant leaders in the counseling profession over the past century. Dr. Myers developed a model and curriculum resources for the infusion of gerontological counseling into counselor education, coauthored the national competencies for training gerontological counselors, and coproduced eight training videotapes in gerontological counseling. She has written and edited numerous publications, including 16 books and monographs and more than 125 refereed journal articles, and was noted twice (most recently in 2010) as being in the top 1% of contributors to the *Journal of Counseling & Development*, the flagship journal of the American Counseling Association. Her books include *Adult Children and Aging Parents*; *Empowerment for Later Life*; the coauthored *Handbook of Counseling*; and *Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan*, coauthored with Allen and Mary Ivey and Tom Sweeney. She is coauthor with Dr. Sweeney of one theoretical and two evidence-based models of wellness and assessment instruments based on these models.

**Sylvia Nassar-McMillan, PhD**, is a professor and program coordinator of counselor education at North Carolina State University. She earned her PhD in counseling and counselor education from the University of North Carolina at Greensboro in 1994. She has served in a variety of clinical mental health, school, and college settings over the past 25 years. Her scholarship spans multicultural, gender, and career development issues, with a spe-



cial focus on Arab American acculturation and ethnic identity development, and she has published more than 50 books, refereed articles, and other instructional materials. She currently serves as a member of the Census Information Center advisory board to the Arab American Institute and as senior associate editor for the *Journal of Counseling & Development*. She has served as a board member for the National Board for Certified Counselors and the North Carolina Board of Licensed Professional Counselors. Her current projects include a National Science Foundation project examining stereotypes in science and engineering career fields, a National Aeronautics and Space Administration/National Institute on Aging project evaluating educational science and engineering curriculum tools, and a clinical text on the biopsychosocial health care of Arab Americans.

**Denise Park** is a doctoral student in the Counselor Education Program at the University of Maryland, College Park. She received her MS in counseling from Johns Hopkins University. Ms. Park is a professional school counselor with an interest in multicultural issues and diversity and the empowerment of youth. She has conducted a number of professional presentations on topics such as data-driven counseling, the American School Counselor Association National Model, and multicultural counseling competency.

**Tarrell Awe Agahe Portman, PhD**, is of White River Cherokee descent and received her doctorate from the University of Arkansas, Fayetteville. She is an associate professor in counselor education and supervision at the University of Iowa. Her dissertation, *Differences Between Sex Role Attributes, Worldview and Locus of Control Among American Indian Women of Oklahoma*, is housed in the Smithsonian Institution's National Museum of the American Indian. She is the author of seven articles on Native American counseling issues. She has published 3 books and 61 articles and book chapters and has conducted more than 130 national and international presentations. Dr. Portman is the vice-president for Native American concerns of the Association for Multicultural Counseling and Development. She has served as the chair of the University of Iowa Native American Faculty and Staff council. She is currently the director of the Office of Graduate Ethnic Inclusion in the Graduate College at the University of Iowa.

**Laura R. Shannonhouse** is a doctoral student at the University of North Carolina at Greensboro and a National Certified Counselor specializing in crisis intervention and disaster response. She has participated in culture-centered clinical outreach efforts within the United States (post-Hurricane Katrina New Orleans and post-earthquake with Haitian communities in Florida), Southern Africa and Botswana (illness-related trauma), and Mexico (prolonged grief work). She completed a 2-year Gestalt Training program and volunteered at the Alachua County Crisis Center in Gainesville, Florida, both training and supervising other volunteers. Her experiences with disaster response naturally lend themselves to social justice concerns. Her interest and passion for advocacy and aging developed through her work with marginalized peoples and her desire to make a difference.

**Duncan Shields, MA**, is a counselor in private practice in British Columbia (BC), Canada, who specializes in the treatment of men with mood and anxiety disorders. He is a co-facilitator of the University of British Columbia/Legion Veterans Transition Program, which assists soldiers dealing with traumatic experiences. He serves as president of the BC Association of Clinical Counsellors and as treasurer for the BC Alliance on Mental Health/Illness and Addictions, a coalition of professional, nonprofit, police and criminal justice organizations working to influence public policy and increase system access and accountability. He also sits on the Leadership Council of the Community Action Initiative, which stewards a community development fund, and is a member of the BC Task Group on Counsellor Regulation, which is working to establish a new professional

College of Counselling Therapists in BC. Mr. Shields has received several awards in recognition of his contribution to the profession from his professional association.

**Anneliese A. Singh, PhD, LPC, NCC**, is an assistant professor in the Department of Counseling and Human Development Services at the University of Georgia. She received her doctorate in counseling psychology from Georgia State University in 2007. Her clinical, research, and advocacy interests include LGBTQ youth, Asian American/Pacific Islander counseling and psychology, multicultural counseling and social justice training, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQ individuals, immigrants), feminist theory and practice, and empowerment interventions with survivors of trauma. Dr. Singh has been the president of the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling. She is the recipient of the 2007 Ramesh and Vijaya Bakshi Community Change Award and the 2008 O'Hana Award from Counselors for Social Justice for her organizing work to end child sexual abuse in South Asian communities and to increase visibility of South Asian LGBTQ people. She is also a recipient of the Courtland C. Lee Multicultural Excellence Scholarship Award.

**Julie F. Smart, PhD, CRC, LPC, NCC, CCFC, ABDA, ABDA, LVRC**, is professor and director of the Rehabilitation Counseling Program at Utah State University. She was awarded a postdoctoral research fellowship from the National Institute on Disability and Rehabilitation Research. She was cited as the most prolific author on multicultural issues in rehabilitation by the *Journal of Applied Rehabilitation Counseling*. Dr. Smart is the author of a widely used textbook, *Disability, Society, and the Individual* (2nd ed.), and her second book, *Disability Across the Developmental Lifespan*, published by Springer in 2011. She is the author of more than 11 chapters in textbooks and the author or coauthor of more than 40 articles in professional journals of general counseling and rehabilitation counseling. Dr. Smart translated into Spanish and field tested two rehabilitation instruments, the Acceptance of Disability Scale and the Client Satisfaction With Rehabilitation Services Scale. Her research interests include models of disability, Latino Americans with disabilities, and adjustment to disability.

**Shawn L. Spurgeon, PhD**, received his doctorate from the University of North Carolina at Greensboro. He is an assistant professor of counselor education at the University of Tennessee at Knoxville. He has published articles on counseling African American men and has presented on the subject at several national and regional conferences. Dr. Spurgeon serves on the editorial board of the *Journal of Counseling Research and Practice* and the *Journal of the Professional Counselor*. Dr. Spurgeon is a past-cochair of the American Counseling Association Ethics Committee and currently serves as treasurer of Chi Sigma Iota International. He is the first recipient of the Courtland C. Lee Multicultural Excellence Scholarship Award.

**Albert Valencia, PhD**, was born in South Central Los Angeles, California; received his doctorate in counseling psychology from the University of the Pacific; and is professor and chair of the Department of Counseling, Special Education, and Rehabilitation at California State University, Fresno. He received a master's degree in counselor education from San Jose State University. His clinical experience includes 18 years of private and public practice providing counseling services to diverse groups of children, families, and couples. He served on the editorial board of the *Journal of the Association of Mexican American Educators* and completed a term of service as division representative to the American Psychological Association (APA) Council of Representatives. He is nominated as a Fellow of The Society for the Study of Peace, Conflict, and Violence: Peace

Psychology Division 48 of APA, and served as board president of the K–12 Gilroy Unified School District. He is a published author with 30 years of teaching experience. He consults in mediation, mentoring, domestic violence, immigration, multicultural issues in student success development, and multicultural issues in counseling.

**Sherry K. Watt, PhD**, is an associate professor in the Higher Education and Student Affairs program at the University of Iowa. She earned a bachelor's degree in communication studies from the University of North Carolina at Greensboro and master's and doctoral degrees in counselor education with an emphasis in student affairs from North Carolina State University. In addition to her academic degrees she holds a counseling license in the state of North Carolina. Prior to becoming a faculty member, she worked as a residence life director and a career counselor at the University of North Carolina at Greensboro, North Carolina State University, and Shaw University. Her research examines participant reactions to difficult dialogues on race, sexual orientation, and disability. Dr. Watt applies her expertise as a researcher and a facilitator in the area of designing and leading educational experiences for educators who facilitate difficult dialogues intended to eradicate social oppression.

**Marvin Westwood, PhD**, is a professor in the Counselling Psychology Program at the University of British Columbia (UBC) and an associate member of UBC Faculty of Medicine. Prior to coming to UBC, he held a faculty position in counseling psychology at McGill University. His teaching and research areas currently focus on counseling men, group counseling, trauma repair, and therapeutic applications of the guided autobiographical life review method to the counseling process. His most recent work includes the development and evaluation of a group-based approach to trauma repair, which is UBC's Veterans Transition Program. In addition, he has developed several professional development programs for a wide range of groups (counselors/psychologists, nurses, human resources personnel, physicians, military, corrections workers, clergy, etc.) using guided autobiography and group-based therapeutic enactment methods. His research and teaching has been included in many invited presentations at numerous national and international conferences (U.K. Malta, Argentina, Chile, Israel, the United States, Australia, and Indonesia). His research has been supported by grants from a number of different sources, including Humanities and Social Sciences and the Social Sciences and Humanities Research Council of Canada.

**Cheryl L. Wu, PhD**, is a first-generation American-born Chinese woman with an MA in mental health counseling from Gallaudet University and a doctorate in clinical psychology with a multicultural emphasis from the California School for Professional Psychology. She cochaired the first national Asian Deaf Conference (1994) and taught at the Taiwan School for the Deaf for several years. She cofounded Cultural Intersections in Oakland, California. She serves as an associate professor in the Department of Counseling at Gallaudet University. A licensed clinical psychologist, she has provided mental health, education, and community-based services to multicultural deaf and hard of hearing children, youth, and their families for more than 26 years. Dr. Wu is hard of hearing and is fluent in Mandarin, Taiwan Sign Language, as well as English and American Sign Language.