

Fifth Edition

Multicultural Issues in Counseling

New Approaches to Diversity

edited by
Courtland C. Lee



AMERICAN COUNSELING
ASSOCIATION

WILEY

Fifth Edition

Multicultural Issues in Counseling

New Approaches to Diversity

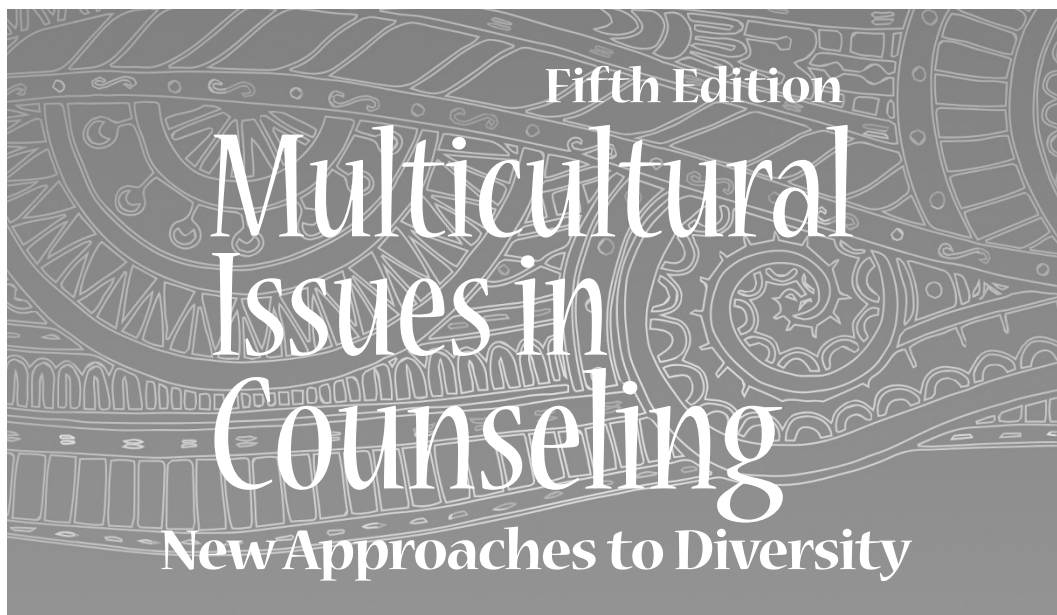
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Dedication

To my mother Lillian and my baby sister Andrea.

Two bright stars who, each in her own way, taught me the importance of diversity.



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Preface

This is the fifth edition of *Multicultural Issues in Counseling: New Approaches to Diversity*. As with the four previous editions, developments in the discipline of multicultural counseling have made a new version of this book necessary. Like its predecessors, 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. The book 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

The focus of the book is on providing a broader perspective on diversity as a way to offer direction for culturally competent counseling. The book is devoted to multicultural counseling practice with diverse client groups. It is designed to help counselors apply their awareness of and knowledge about cultural diversity to appropriate skills development with specific client groups. The ideas presented in the book have been developed out of both the professional and personal experiences of the chapter authors. Like the previous editions, although this book offers guidance for culturally competent counseling practice, 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 the book is that all people in a particular group do not 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 Content

This book is divided into three parts: Part I is "Introduction," Part II is "Direction for Culturally Competent Counseling," and Part III is "Professional and

Personal Issues in Counseling Across Cultures.” The three chapters in Part I, “Introduction,” lay a conceptual foundation for the rest of the book. In Chapter 1, “Multicultural Competency: A Conceptual Framework for Counseling Across Cultures,” Courtland C. Lee, after exploring the nature of counseling in a cross-cultural context, discusses important concepts that provide a framework for multicultural counseling competency with a focus on the Multicultural and Social Justice Counseling Competencies endorsed by the American Counseling Association in 2015. In Chapter 2, “The Cross-Cultural Encounter: Meeting the Challenge of Culturally Competent Counseling,” Lee presents an analysis of the encounter between a counselor and a client from different cultural backgrounds. He next examines some important issues that should be considered in addressing the challenges of culturally competent counseling in such an encounter and then provides specific guidelines for enhancing the working alliance when engaging in a cross-cultural counseling encounter. In Chapter 3, “Intersectionality: Understanding the Complexity of Identity in Counseling Across Cultures,” Lee and Shainna Ali examine the complexity of culture as it relates to personality and identity development by exploring the concept of intersectionality. They discuss cultural identity development and introduce the concept of intersectionality and its influence on the cross-cultural counseling encounter. Lee and Ali then provide a case study that illustrates the concept of intersectionality in such an encounter. Finally, they offer essential implications of intersectionality for culturally competent counseling.

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

The first section of Part II focuses on the experiences of individuals of various racial/ethnic groups. In Chapter 4, “Counseling First Americans,” Tarrell Awe Agahe Portman casts light through the spectrum of counseling on the cultural continuum found among First Americans. She begins by providing a historical overview of the First American population. She next presents some trends among this population. After exploring similarities and differences across First American nations, the author presents direction for counseling with First American clients through a series of case studies. In Chapter 5, “Counseling People of the African Diaspora in the United States,” Carla Adkison-Johnson and Phillip Johnson provide direction for counseling people in the contemporary United States who trace their cultural roots to Africa. The chapter begins with a demographic profile of the African diaspora in the United States. Adkison-Johnson and Johnson then provide a cultural framework for counseling people of the African diaspora in the United States. They present an overview of a contextualized humanistic approach 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 counseling with people of the African diaspora in the United States. The final part of the

chapter focuses on counseling practices with clients of African descent, with case studies and specific guidelines for culturally competent counseling. In Chapter 6, "Counseling Asian and Pacific Islander Americans," DoHee Kim-Appel and Jonathan Appel explore the mental health issues of those people whose origins are the Asian continent and islands in the Pacific Ocean. They discuss common cultural themes and challenges in the Asian and Pacific Islander American experience as well as coping and expectations for help. The authors present strategies for counseling with this client group along with a case study for consideration.

In Chapter 7, "Counseling Latinx," Verna Oliva Flemming provides guidance for culturally competent counseling with clients with cultural ties to South America, Central America, or Mexico. Flemming highlights the heterogeneity of Latinx, explores traditional cultural considerations, and presents some counseling considerations for this client group along with a case study. In Chapter 8, "Counseling Arab Americans," Sepideh S. Soheilian and Shantoyia Jones discuss a number of cultural factors to consider when providing mental health services to Arab Americans. The authors highlight the role of religion, family values, gender, acculturation, and discrimination in working with Arab American clients. Common mental health concerns of Arab American individuals are outlined, as are counseling interventions and strategies to consider with Arab American clients. Finally, Soheilian and Jones present a case study that integrates the information discussed in the chapter. Chapter 9, "Counseling Whites of European Descent," the last chapter in this part of the book, is a new addition. Krista M. Malott provides a demographic overview of White Americans, those individuals with origins among any of the original peoples of Europe, the Middle East, or North Africa. The author then reviews some of the constructs that constitute the worldview of Americans of European descent. She then considers important issues in counseling with this client group, including racial identity development. Malott concludes the chapter with a case study that highlights key aspects of culturally competent counseling with White clients.

The second section of Part II continues with an exploration of the experience of multiracial individuals. In Chapter 10, "Counseling Members of the Multiracial Population," Henry L. Harris begins by examining the current status of this population in the United States. He next provides some historical background on multiracial individuals. Harris then explores multiracial identity development. Within this context, the author then provides a case study to provide direction for culturally competent counseling with individuals from multiracial backgrounds.

An exploration of the experience of gender and age appears in the third section of Part II. In Chapter 11, "Issues in Counseling Men," Matthew L. Lyons surveys the cultural dynamics that affect men, discusses unique issues and challenges, and suggests effective approaches for counseling men. Conversely, in Chapter 12, "Issues in Counseling Women," Kathy M. Evans and S. Todd Bolin explore these same issues for women and discuss strategies for working with women in counseling along with case studies that highlight these interventions. The experience of ageism is examined in Chapter 13, "Issues in Counseling Older Persons." Laura R. Shannonhouse, Mary Chase Breedlove Mize, and Amanda D. Rumsey 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 authors then describe counselors' responses to the graying of America and the consequences of these

responses for the needs of older persons. Ageism, an unreasonable prejudice against persons based on chronological age, is discussed in relation to its personal affect older individuals. The authors continue by considering from both micro and macro perspectives recommended strategies and actions for professional counselors and providing suggestions for counselor advocacy and empowerment relative to population aging and the needs of older individuals.

The sexual minority experience in the United States makes up the fourth section of Part II. In Chapter 14, “Affirmative Counseling With Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex Clients,” Michael M. Kocet explores the coming-out process and identity development issues for these populations. It is significant that he explores these issues through the intersectionality of affectional orientation, race, and religion. To better illustrate the concepts he discusses, Kocet provides a case study to guide readers through a process of reflection and analysis.

The fifth section of Part II considers the experience of people with disabilities. Julie Smart begins Chapter 15, “Counseling Individuals With Physical, Cognitive, and Psychiatric Disabilities,” 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 when working with people with disabilities along with a case study.

The sixth section of Part II considers the experience of socioeconomic disadvantage. In Chapter 16, “Counseling and the Culture of Economic Disadvantage,” Donna M. Gibson focuses on economic disadvantage as part of the larger conceptualization of social class. She discusses the nature of economic disadvantage in the United States and its impact on mental health. Utilizing a multiculturally competent counseling framework, the author presents case examples that underscore the cultural aspects of economic disadvantage.

The seventh section of Part II highlights immigration in the United States. In Chapter 17, “Counseling Recent Immigrants,” Oksana Yakushko and Eva Blodgett review the important historical factors that underlie the institutionalized cultural treatment of immigrants and their impact on immigrants’ mental health and well-being. They also highlight emerging alternative theories and culturally competent counseling modalities for use with this client population.

The eighth and final section of Part II represents a unique addition to this or any other multicultural counseling book—it is an examination of the military experience as culture. Major geopolitical events of the past several decades (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 the dynamics of this culture. In Chapter 18, “Counseling Military Clients: Multicultural Competence, Challenges, and Opportunities,” Duncan Shields, Marvin Westwood, and David Kuhl first describe the prevailing masculine military culture and the obstacles to help seeking that can emerge for those who are socialized into this culture. They then present ways to overcome these challenges and provide case studies to illustrate how military gender and cultural competence can inform both an individual and a group counseling context.

The final part of the book, Part III, considers the culturally competent counselor as a professional but, more important, as a human being. In Chapter 19, “Ethical Issues in Multicultural Counseling,” Barbara J. Herlihy and Everett Painter present a brief history of the development of the *ACA Code of Ethics* (American Counseling Association, 2014) to demonstrate that the journey toward multiculturally sensitive ethical guidelines has been a slow and lengthy one. They then describe six basic principles that undergird ethical decision making, along with concerns that have been raised about their applicability to multicultural populations and cross-cultural counseling. The authors then discuss virtue ethics, a complementary approach to principle ethics. Next, standards relevant to diversity that are found in major sections of the *ACA Code of Ethics* are identified and discussed. Particular attention is given to two ethical issues that are controversial and can be difficult to navigate in day-to-day practice: boundaries and value conflicts. The ethical decision-making process is then discussed, and finally the authors offer a case study for consideration.

Lee and Elina Zalkalne conclude the book with Chapter 20, “The Culturally Competent Counselor as an Agent of Social Justice.” The authors discuss the notion of the culturally competent counselor as an agent of social justice. First, they explore key aspects of the 2015 revision of the Multicultural and Social Justice Counseling Competencies. Second, they provide important behavioral considerations for working as a culturally competent counselor and an agent of social justice. Third, Lee and Zalkalne offer a series of critical and self-reflective questions about what these considerations might mean to a counselor on a personal level.

References

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.



About the Editor

Courtland C. Lee, PhD, 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 males. 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*. 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 a past-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

Carla Adkison-Johnson, PhD, is a professor in the Department of Counselor Education and Counseling Psychology at Western Michigan University. Her doctorate is in counseling and human development from Kent State University. Dr. Adkison-Johnson has been a licensed professional clinical counselor for more than 25 years and is committed to meeting the counseling needs of adults, families, and children. She has published extensively in the areas of multicultural counseling, counselor preparation, and African American families. Her research has garnered attention in the legal, child welfare, and counselor education literatures. Dr. Adkison-Johnson's current research regarding parenting differences among African American mothers and fathers was presented at the 2015 American Bar Association Midyear Meeting. She has served as a child discipline expert witness in civil and criminal courts. In 2017, Dr. Adkison-Johnson received the Western Michigan University College of Education and Human Development Distinguished Scholar Award. She is also the recipient of the Kent State University Outstanding Alumnus Award. Dr. Adkison-Johnson is a past treasurer and life member of Chi Sigma Iota. She is also a past member of the Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs, the national and international accrediting body for the counseling profession. In this capacity, she served as chair of the Training Committee.

Shainna Ali, PhD, is a counselor educator, nationally certified counselor, and licensed mental health counselor in the state of Florida. She is the owner of Integrated Counseling Solutions, a counseling and consulting practice; is an active blogger with the American Counseling Association; and previously served as president of the Florida Association for Multicultural Counseling and Development. Her primary areas of interest include identity and culture, emotional intelligence, creativity in counseling, and best practices in counseling and counselor education. Dr. Ali believes in utilizing sound research to inform best practices improving counselor education and clinical practice. Furthermore, as a social advocate, she believes in highlighting the global importance of mental health awareness, assessment, and care in living a happy and healthy life and was awarded the Pete Fischer Humanitarian Award for her efforts.

Jonathan Appel, PhD, has worked in the field of behavioral health for almost three decades. He has worked with individuals, groups, families, and organizations as a counselor, psychotherapist, clinical supervisor, director of behavioral health services, consultant, researcher, department chair, and educator. He is currently a full professor in the Department of Behavioral and Social Sciences in the School of Criminal Justice and Social Sciences at Tiffin University. Dr. Appel has presented papers and training sessions regionally, nationally, and internationally on such topics as workplace violence, family violence, mindfulness, substance abuse and mental illness, the psychology of terrorism, and therapeutic jurisprudence. Dr. Appel has also coauthored numerous book chapters and papers and is currently on the editorial board of the *International Journal of Mental Health & Addiction*.

Eva Blodgett, MS, is a doctoral candidate in Pacifica Graduate Institute's Clinical Psychology Program and is currently completing her predoctoral internship at Rose City Center, a psychodynamic/psychoanalytic clinic in Pasadena, California. The focus of her dissertation is an analysis of the current political discourse and its impact on shaping the identity of undocumented immigrants as "the Other." She has also been studying the role and impact of intergenerational trauma, particularly in oppressive political contexts. She has been an active member of the American Psychological Association Division 39 (Psychoanalysis) and is currently serving on the International Relations Committee. She was the recipient of an American Psychological Association Division 39 Multicultural Scholar Award in 2015 and has written on topics of immigration, politics, and graduate student concerns. In collaboration with Dr. Oksana Yakushko, Ms. Blodgett recently published "Existential Angst and Meaning Making in Narratives of Lithuanian Survivors of Soviet Political Deportations" in the *Journal of Humanistic Psychology*.

S. Todd Bolin, MA, holds a master's degree in marriage and family therapy from Converse College. He is a licensed marriage and family therapist and a registered play therapist. Mr. Bolin has a private practice in counseling in North Carolina. He is also an adjunct professor in the School of Psychology and Counseling at Gardner-Webb University. His research interests include the embedded power dynamics in language within a multicultural context, the social and emotional needs of gifted children, and play therapy.

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. Included in her publications are numerous book chapters and books she has either authored or edited on feminist counseling and multicultural career development, including the coauthored book *Introduction to Feminist Therapy: Strategies for Personal and Social Change*. Dr. Evans has served as president of the Southern Association for Counselor Education and Supervision and secretary of Chi Sigma Iota Counseling Academic & Professional Honor Society International and is currently president-elect-elect of the National Career Development Association.

Verna Oliva Flemming, PhD, has published several articles in the field of mental health counseling. In addition, she has presented numerous times at national counseling conferences such as the American Counseling Association conference. Dr. Oliva Flemming was a full-time faculty member for more

than 8 years and maintained a private practice for more than 10 years, with a significant percentage of Latinx clients.

Donna M. Gibson, PhD, is a professor of counselor education at Virginia Commonwealth University, where she also serves as the chair of the Department of Counseling and Special Education. In her 17 years as a counselor educator, Dr. Gibson has published multiple books, book chapters, and peer-refereed publications. She has also obtained more than \$2 million in federal grants to train school counseling students as related service providers for students in special education programs. As a member of the American Counseling Association (ACA) for more than 20 years, she has served as member-at-large for membership and president of the ACA division the Association for Assessment in Research and Counseling. She is currently serving as the Association for Assessment in Research and Counseling's representative to the ACA Governing Council and as associate editor for qualitative research for the *Journal of Counseling & Development*. Her teaching, research, and mentorship have been recognized through university teaching awards and the Association for Counselor Education and Supervision journal and research awards. She is a recipient of the Chi Sigma Iota International Jane E. Myers Lifetime Mentoring Award. She is also a Fellow of ACA.

Henry L. Harris, PhD, is a professor in and chair of the Department of Counseling at the University of North Carolina at Charlotte. He received his master's degree in counseling from the University of North Carolina at Chapel Hill in 1986 and his doctorate in counseling from the University of Virginia in 1996. He is a former high school counselor, a U.S. Air Force military veteran, and currently a licensed professional counselor in North Carolina. Dr. Harris has authored several manuscripts and book chapters addressing issues concerning multiracial families. He has also served on the editorial board of the *Journal of Counseling & Development*.

Barbara J. Herlihy, PhD, professor emerita at the University of New Orleans, is the coauthor of three books on counselor ethics: *ACA Ethical Standards Casebook* and *Boundary Issues in Counseling* (both with Gerald Corey) and *Ethical, Legal, and Professional Issues in Counseling* (with Theodore P. Remley). In addition, Dr. Herlihy has published numerous journal articles and book chapters on issues such as ethical practice, social justice and advocacy, transcultural counseling, and feminist therapy. She is a past recipient of the Southern Association for Counselor Education and Supervision Courtland C. Lee Social Justice Award and the Association for Counselor Education and Supervision Distinguished Mentor Award. Currently, she serves as president of the Chi Sigma Iota international honor society, as senior cochair of the American Counseling Association Ethics Committee, and as associate editor of *Counseling and Values*.

Phillip Johnson, PhD, teaches in the Department of Counselor Education and Counseling Psychology at Western Michigan University and has a private practice in Kalamazoo, Michigan. He is a licensed professional counselor with more than 30 years of clinical experience. Dr. Johnson's professional focus has been on the racial oppression and dehumanization of African Americans and African American men. His current research and writings are centered on the concept of Somebodiness. His work was presented at the 2015 annual meeting of the American Educational Research Association and the 2016 annual conference

of the American Counseling Association. Dr. Johnson is an active member of the community and is the Metropolitan Kalamazoo Branch NAACP 2016 Humanitarian Award Recipient. Dr. Johnson also currently serves as Current Affairs Committee cochair for the Association for Humanistic Counseling. He is a past site team member for the Council for Accreditation of Counseling and Related Educational Programs.

Shantoyia Jones, PhD, is an assistant professor in the Department of Psychology at Xavier University of Louisiana. Her areas of expertise are in sexual violence, women of color, racial justice, target/agent/ally identity development, trauma, and socially just activism within psychotherapy and training. In addition, her expertise includes lecturing on the impact of supremacist and privileged identities left unchecked. Dr. Jones is passionate about historically marginalized communities, activism, and socially just grassroots movements. Her career journey has allowed her to be of service to those who are survivors of trauma via various forms of social and systemic injustice.

DoHee Kim-Appel, PhD, is an editorial board member of the *Journal of Counselor Practice* published by the Ohio Counseling Association and chairperson of the International Student and Faculty Interest Network within the Association for Counselor Education and Supervision. She has decades of experience in the field of behavioral health working with diverse populations of clients across a spectrum of emotional and substance-related issues, including youth, individuals, couples, and families. Dr. Kim-Appel has presented papers and training sessions regionally, nationally, and internationally on such topics as workplace violence, family violence, mindfulness, substance abuse and mental illness, and therapeutic jurisprudence. She has been published in such peer-reviewed publications as the *Journal of Aggression, Maltreatment, and Trauma*; *Journal of Elder Abuse and Neglect*; *Family Journal: Counseling and Therapy for Couples and Families*; *Journal of Transpersonal Research Psychology*; *Journal of Health and Human Services Administration*; and the *International Journal of Mental Health and Addiction*. Dr. Kim-Appel has coauthored numerous book chapters, and her research interests include family differentiation, mindfulness, cultural competency, and international issues in behavioral health.

Michael M. Kocet, PhD, is a professor in and chair of the Counselor Education department at The Chicago School of Professional Psychology. He is editor of the book *Counseling Gay Men, Adolescents, and Boys: A Guide for Helping Professionals and Educators* and is coauthor of the text *Ethical Decision Making for the 21st Century Counselor*. Dr. Kocet served as a member of the American Counseling Association (ACA) Ethics Committee (2001–2007) and chaired the ACA Ethics Code Revision Task Force (2002–2005). He is past-president and current ACA Governing Council representative of the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling. He served on the Minority Fellows Program Advisory Council through the National Board of Certified Counselors. Dr. Kocet is active in community service, providing pro bono counseling at the Center on Halsted, a lesbian, gay, bisexual, transgender, and questioning community center in Chicago.

David Kuhl, MD, MHSc, PhD, is the Mohammad H. Mohseni Foundation Chair in Men's Health, Integrity and Wellbeing; a professor in the Departments of Family Practice and Urological Sciences, Faculty of Medicine, University of British Columbia; and a cofounder of The Men's Initiative, an endeavor

to enhance the integrity and well-being of men for the benefit of families, communities, and the world. Integrating medicine, psychology, and the social sciences is fundamental to his worldview and to Dr. Kuhl's work as a clinician/researcher. The Men's Initiative seeks to provide service, research, education, and policy development in addressing the needs of men locally and globally.

Matthew L. Lyons, PhD, is a faculty member in and director of the Center for Community Counseling and Development at Central Michigan University. He has more than 15 years of experience working across cultures. He has also published on issues related to counseling across cultures. Dr. Lyons is an active member of the International Association for Counselling and the American Counseling Association. He currently serves on the editorial board of *Counseling and Values* and is treasurer of the Michigan Association for Counseling Education and Supervision.

Krista M. Malott, PhD, is an associate professor in the Department of Education and Counseling at Villanova University in Villanova, Pennsylvania, where she trains master's-level school and mental health counselors. She began her career as a bilingual (Spanish-English) counselor, working across settings and in various clinical roles, including school, career, domestic violence, and drug and alcohol counseling. The author of numerous articles and the book *Group Activities for Latino/a Youth*, Dr. Malott's core teaching and research areas address White racial identity development, Whiteness, and best practices in multicultural counselor training.

Mary Chase Breedlove Mize, MA, is a doctoral student studying counselor education and practice as well as gerontology (master of arts, research track) at Georgia State University. Her clinical experience includes working in acute crisis stabilization with adults across the life span. Ms. Mize is an Applied Suicide Intervention Skills Training trainer, and her research interests include combating ageism, terror management theory, working with older persons, suicide intervention and prevention, and spirituality.

Everett Painter, PhD, is an assistant professor of counseling at Edinboro University of Pennsylvania. He received his doctorate in counselor education from the University of Tennessee. He previously worked as a counselor at Walters State Community College and adjunct instructor of psychology at Tusculum College. His primary research and professional interests include trauma, mental health and technology, personality, and identity development. Clinically speaking, Dr. Painter values the integration of humanistic, Adlerian, cognitive, and constructivist perspectives. He served as president for the Upsilon Theta Chapter of Chi Sigma Iota and chair of the Southern Association for Counselor Education and Supervision's Clinical Mental Health Interest Network. He has authored a variety of published works, has contributed to two textbooks, and maintains a regular conference presenter schedule. Other recent accomplishments include his selection as an emerging leader by the Association for Humanistic Counseling, a citation for extraordinary professional promise from the University of Tennessee Chancellor, his selection as a Chi Sigma Iota Leadership Intern, and his appointment as an Editorial Fellow for the Association for Counselor Education and Supervision journal *Counselor Education and Supervision*.

Tarrell Awe Agahe Portman, PhD, is the dean of the College of Education at Winona State University. She is an emeritus faculty member at The University of Iowa, where she taught counselor education and supervision. Dr. Portman has applied her research to multicultural counseling issues across her career,

with numerous publication, presentations, and professional offices held. She has been involved in First American leadership roles and traditional practices outside of academe. Her current work focus is on increasing the number of Indigenous educators in public schools and institutions of higher education.

Amanda D. Rumsey, PhD, is an assistant professor at Clemson University. She completed her doctorate in counselor education and practice at Georgia State University. Dr. Rumsey's clinical counseling background includes more than 20 years of mental health and school counseling with adolescents and their families in a variety of programs, including outdoor residential treatment; wilderness therapy; hospital settings; and rural, suburban, and urban school settings. She is a nationally certified counselor, a licensed professional counselor, and a certified school counselor. Her research focuses on adolescents, trauma, and school counseling, with an emphasis on training needs and skill acquisition in the areas of suicide intervention, trauma, and multiculturalism. Her interest in social justice and advocacy has driven her counseling practice and research activities to include topics related to marginalized subgroups such as students with disabilities; high school dropouts; lesbian, gay, bisexual, transgender, and questioning individuals; refugees; and older persons.

Laura R. Shannonhouse, PhD, is an assistant professor at Georgia State University. She has practiced in collegiate, oncology, crisis, and disaster-affected contexts (e.g., day care center fire disaster in Mexico; illness-related trauma in South Africa/Botswana; work with post-Katrina charter school teachers; work with Burmese, Bhutanese, Vietnamese, and Haitian refugees; post-flood Baton Rouge). Her research centers on crisis intervention and disaster response, particularly social justice and spiritual issues in these contexts, and she coauthored the field manual *Spiritual First Aid for Disasters: Field Operations Guide to Providing Practical Presence*. She conducts training and research in kindergarten–Grade 12 schools to prevent youth suicide (suicide first aid) and with disaster-affected populations to foster meaning making through one's faith tradition (spiritual first aid). Dr. Shannonhouse is the recipient of the American Counseling Association Best Practices in Research Award, the American Counseling Association Courtland C. Lee Multicultural Excellence Scholarship Award, and the Southern Association for Counselor Education and Supervision Courtland C. Lee Social Justice Award.

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fellowship from the National Institute on Disability and Rehabilitation Research to study acceptance of disability among Latino Americans. She was cited the most prolific author on multicultural issues in rehabilitation by the *Journal of Applied Rehabilitation Counseling*. Dr. Smart is the author of three textbooks, including *Disability, Society, and the Individual* (which is in its third edition) and *Disability Across the Developmental Lifespan*. Her third book, *Disability Diagnoses and Definitions: Practice Applications for Counselors*, is currently in press. She is the author of more than 11 chapters in textbooks and the author or coauthor of more than 40 articles in general counseling and rehabilitation counseling professional journals. Dr. Smart translated into Spanish and field-tested two rehabilitation instruments, the Acceptance of Disability Scale and Client Satisfaction with Rehabilitation Services Scale. In April 2016, Dr. Smart received the Outstanding Career in Rehabilitation Education Award from the National Council on Rehabilitation Education.

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Oksana Yakushko, PhD, is a professor in and chair of the Clinical Psychology Department at Pacifica Graduate Institute. Her scholarship and clinical activism have focused on issues related to immigration, including xenophobia, immigrant women's adaptation, human trafficking, and the historical treatment of immigrants (e.g., the U.S. eugenics movement). Dr. Yakushko is coauthor of an international scale measuring fear-based xenophobia that has been used in cross-national studies with a focus on attitudes toward recent immigrants. She has also written on issues of research and clinical care with recent immigrants and refugees, including on the utilization of interpreters in mental health treatment. Her book on theories of xenophobia is scheduled to be released by Palgrave in 2019. Her approach to scholarship and clinical care embraces psychoanalytic, feminist, and critical psychological traditions.

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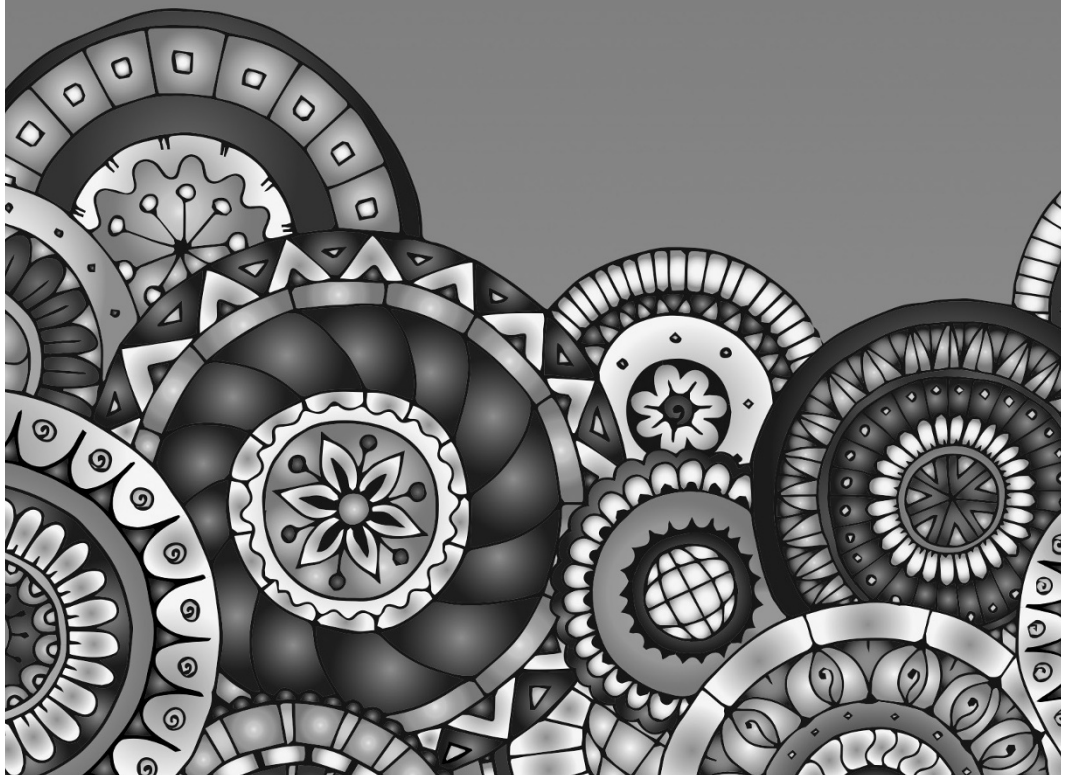
A special acknowledgment must go to Dr. Jane E. Myers, whose chapters on the culture of aging were major contributions to several editions of this book. Jane passed away prior to this edition, but her influence on the current Chapter 13 is extremely strong. She was not only a culturally competent counselor but a culturally competent human being as well. She is greatly missed!

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PART I

Introduction





Chapter 1

Multicultural Competency: A Conceptual Framework for Counseling Across Cultures

Courtland C. Lee

Counseling theory and practice have been greatly affected by the growing diversity of client populations that reflects the changing demographics and social dynamics of the early 21st century. For example, projections of the U.S. population indicate that by the year 2050, the nation's racial and ethnic mix will look quite different from what it does now, with 29% of the population being Latinx, 13% Black, and 9% Asian or Pacific Islander. It is significant that non-Hispanic Whites, who made up 67% of the population in 2005, will make up 47% in 2050 (Passel & Cohn, 2008). It is important to note that the 2000 Census marked the first time that people could describe themselves by selecting more than one racial category. As a result, data from the 2010 Census revealed that the number of people who reported multiple races grew by a larger percentage than the number of those reporting a single race. According to the 2010 Census, the population reporting multiple races (9.0 million) grew by 32.0% from 2000 to 2010 compared with those reporting a single race, which grew by 9.2%. Overall, the total U.S. population increased by 9.7% since 2000; however, many multiple-race groups increased by 50% or more (U.S. Census Bureau, 2012b).

It is important to note that although changes in the racial/ethnic makeup of the country are occurring, other aspects are contributing to a new awareness of cultural diversity within the counseling profession. Data indicate that groups of people long marginalized or disenfranchised along dimensions other than race or ethnicity are being recognized. For example, even though the U.S. Census Bureau does not ask about sexual orientation in the U.S. Census, approximately 4.1% of American adults identify themselves as being lesbian, gay, bisexual, or transgender (Gallup News, 2017).

In addition, within the past several decades social, economic, and political upheavals across the globe have resulted in an increase in the number of people immigrating to the United States, which has placed a greater focus on cultural diversity. Although immigration has always been a crucial factor in the development of the country, the recent wave of undocumented immigrants as well as refugees and asylum seekers has spurred much controversy and presented unique challenges to the social service infrastructure. According to the U.S. Department of Homeland Security's Office of Immigration Statistics, an estimated 11.4 million unauthorized immigrants resided in the United States as of January 2012 (Baker & Rytina, 2013). In addition, in 2015, a total of 69,920 persons were admitted to the United States as refugees, and 26,124 individuals were granted asylum (Mossaad, 2016).

Like immigrants, individuals with disabilities make up a notable portion of the U.S. population. According to the U.S. Census Bureau (2012a), about 56.7 million people—19% of the population—had a disability in 2010, with more than half of them reporting that the disability was severe.

It is significant that although the United States continues to be the most affluent country in human history, large numbers of individuals still experience socioeconomic disadvantage, and the culture of poverty has long been recognized (Lewis, 1971; Valentine, 1968). Underscoring this notion of poverty as culture are census data that indicate that the official poverty rate in 2016 was 12.7%, which represents approximately 40.6 million people (Semega, Fontenot, & Kollar, 2017).

As marginalized or oppressed groups have gained greater awareness and made significant strides toward social inclusion, other social movements have changed the fabric of American life. For instance, in the past several decades there have been significant changes in the roles of men and women (Burkhauser & Holden, 2013; Collins, 2009; Cook, Jones, Dick, & Singh, 2005; Freedman, 2003; Pease & Pringle, 2001; Rabinowitz & Cochran, 1994). In addition, as large segments of the population age, the needs and challenges of older Americans are becoming more apparent (Acree et al., 2006; Musa, Schulz, Harris, Silverman, & Thomas, 2009; Shearer, Fleury, Ward, & O'Brien, 2012; Zickuhr & Madden, 2012).

Finally, the active-duty strength in the U.S. armed forces for fiscal year 2017 was 1,281,900 service members, with an additional 801,200 people in reserve (U.S. Department of Defense, 2016). Major geopolitical events of the first two decades of the 21st century (e.g., 9/11, the wars in Iraq and Afghanistan, growing tensions with North Korea) have brought home a new awareness of military life. It has been graphically 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 the dynamics of this culture.

These data suggest that counseling theory and practice has been greatly affected by an increased awareness of and greater contact among people from diverse cultural backgrounds. It is significant that there has been an acknowledgment within the profession that counseling services often do not have broad applicability across the range of cultural backgrounds represented by clients (Katz, 1985; Pedersen, Lonner, & Draguns, 1976; Sue, 1977, 1992; Vontress, 1969, 1981). With this awareness has come frustration that in attempts to promote human development in the helping process, the values inherent in counseling and those of clients from culturally diverse