

CHAPTER 2

MULTICULTURAL COUNSELING AND THERAPY (MCT)

Pre-class Assignments/Flipped Classroom Approach

- Have students read Chapter 2 and review the Lecture Slides (available as a Resource on the Instructor Companion Site at www.wiley.com/go/sue/ccd8e).
- Have students read the *Multicultural and Social Justice Counseling Competencies (MSJCC)*.
- Assign the *Chapter 2: Full Counseling Session video* (supervision/consultation session between “Scott” and “David”) (21:07 min).
- Discussion questions: Assign the Discussion questions for Sections “Culture-Universal (ETIC) Versus Culture-Specific (EMIC) Formulations”, “Individual and Universal Biases in Psychology and Mental Health”, and “What Is Multicultural Counseling and Therapy (MCT)?”. Students will post their response to these questions, as well as post feedback to the responses of at least one other student prior to the start of class.

Lecture Opener/Extender

- Conduct Go-Round, if this is not the first class meeting. (Refer to this section in the IM Introduction for a description.)

Suggested In-Class Activities

- Provide a more detailed overview of the slide presentation that the students have already viewed, including an exploration of the Multicultural and Social Justice Counseling Competencies (MSJCC), as it would be difficult to discuss in a meaningful way issues related to the acquisition (or barriers and challenges to acquisition) of being competent in this area if students do not understand what constitutes cultural “competency.”
- View with your students the *Chapter 2: Full Counseling Session Analysis video* (9:51 min). In small groups or with the class as a whole, have students compare, contrast, and discuss their initial reactions to and analyses of the *Full Counseling*

Session with what was discussed in the *Counseling Session Analysis* video. This activity should also include a discussion of the counseling session video from the perspective of the recommendations made by “Scott” and the specific counseling session behaviors described by “David” that “worked” and those which were less effective. Instruct students to be specific about the indicators of each and to identify alternative responses/behaviors that a counselor in a similar situation could use to address the interventions that were less effective. If the discussion takes place in small groups, each group will share the highlights of their discussion and recommendations with the larger class, prior to the start of the role plays.

- **Role play:** Have students return to their small groups and provide them with an opportunity for “David” to “re-do” his session with his client “Frederick,” implementing the recommendations suggested in his consultation with “Scott,” and applicable in-class small/large group recommendations (see the *IM Role Plays: Coaching Corners* description). Each role play will be one segment of a single counseling session, in that after 8–10 min, the role play will be briefly stopped for feedback, recommendations, and debriefing. It will then continue where the previous role play stopped, with each small group member having an opportunity to occupy the role of Counselor, Client, and Coach. Small groups will provide feedback to the larger class. With the class, as a whole, the instructor will use reported/observed small group experiences as “teachable moments” to highlight role-play interventions that “worked” and reasons for their efficacy, and to provide supplemental information. The instructor will also address counseling challenges that were encountered in the role plays and collaboratively explore with the class additional ways to effectively address these challenges.
- **Tripartite framework:** Assign students to small groups for a breakout discussion about the Tripartite Framework. Specifically, ask students to focus on the group level of the framework. They should: (a) create a collated list of cultural groups to which small group members belong, (b) provide examples of beliefs and values specific to these groups, and (c) discuss how the salience of each group membership can shift depending on context. This should result in a collective list for each small group, so no small group member feels singled out or unduly “exposed.” When the small group discussion is complete, each group will present

their collective list to the larger class and provide a summary of their overall discussion.

In-Class Discussion Questions

- What are likely to be your greatest challenges in exploring your own racism, sexism, heterosexism, classism, ableism, and ageism?
- What are some of your cultural values about what is a family?
- What is a worldview? How does your worldview influence how you relate to other people?
- As a counselor, how would you implement the Tripartite Framework into your work with clients?
- What are some culturally appropriate intervention strategies and techniques that you can use when working with diverse clients? If you have used such interventions in the past, please discuss your success or failure with the above-identified interventions.
- Why might some organizations resist becoming more multicultural, in nature?
- Why is it important to understand group-specific worldviews as part of cultural competence?

Suggested Out-of-Class Activity

- Completion of Reflection Sheets. (See IM Appendix V)
- Activity (3–5 pages): Have students identify and discuss their preconceptions about multicultural counseling; they will also assess their current level of multicultural competence. Using the implications for developing culturally competent practice that were offered by the authors, as a guideline, have students discuss the personal challenges they may face for each of the five identified “implications,” on their journey to increase their level of cultural competence. Have students develop a written customized plan, including specific measurable “objectives,” to facilitate their process of “unlearning” associated biases, assumptions, beliefs, and stereotypes, as well as to increase their overall level of multicultural competence. Encourage students to also reread the “Implications for Clinical Practice” guidelines provided at the end of the chapter, prior to developing their plan.

Essay Questions

- Define and discuss Multicultural Counseling and Therapy. How does it differ from traditional forms of therapy? Why was it developed?
- What are the components of cultural competence as outlined by the text? In your response, please indicate the challenges associated with each component.
- What might be some institutional/organizational barriers to implementing culturally competent counseling practices?
- The authors state that therapists tend to negate the group level of identity. How is this practice harmful to clients from diverse groups?
- Please compare and contrast etic and emic perspectives. In your response, describe the benefits and drawbacks in applying each perspective to diverse groups of people.

Recommended Microtraining Series Video

- *Cultural Competence in the Helping Professions.*