

Chapter 2: Multicultural Counseling and Therapy (MCT)

Test Questions

Below are questions that can be used to test the students' knowledge of the material covered in Chapter 2 of the 8th edition of *Counseling the Culturally Diverse: Theory and Practice* (CCD, Sue 8th edition). Questions are presented in various formats (True/False, Multiple Selection, Multiple Choice, Text Entry, and Essay Type). After each series of questions, you will find the correct answers along with accompanying explanations. Bloom's taxonomy is provided to indicate the style of learning needed to answer the respective question. Additionally, you will also find a descriptor, EASY, MEDIUM, HARD, indicating the difficulty level of each question.

Question 1

Question Type: True/False

Question: The client/therapist interchange between Dr. D and Gabriella presented in Chapter 2 provides the reader with a good example of a multiculturally competent therapist addressing a concern of a client from another cultural group.

Answer: False

Solution: According to Sue 8th edition the therapy session between Dr. D and Gabriella illustrates the importance of cultural awareness and sensitivity in mental health practice. They point out a marked worldview difference between that of the White therapist and the Latina client Gabriella. These differences reflect the therapist's belief in the universality of the human condition. They also reflect the belief that disorders are similar and cut across societies. Dr. D demonstrated a lack of knowledge of Latina/o culture and task orientation. In addition Dr. D failed to pick up clinical clues provided by the client. He seemed unaware of the influence of sociopolitical forces in the lives of this marginalized group members, and lack of openness to professional limitations.

Bloom's Level: Comprehension

Difficulty Level: EASY

Question 2

Question Type: Multiple Selection

Question: *Homo sapiens* share many similarities such as

- a. biological factors
- b. physical similarities
- c. common life experiences such as birth, death, love, sadness
- d. self-awareness
- e. the ability to use symbols such as language

Answer: a, b, c, d, e

Solution: The authors postulate that because we are members of the human race and belong to the species *Homo sapiens*, we share many similarities. Universal to our commonalities include (a) biological and physical similarities, (b) common life experiences (birth, death, love, sadness and so forth), (c) self-awareness, and (d) the ability to use symbols, such as language.

Bloom's Level: Knowledge

Difficulty Level: Easy

Question 3

Question Type: Multiple Choice

Question: When counselors unwittingly impose monocultural standards without regard for differences in race, culture, gender, and sexual orientation, they may be engaging in:

- a. fair and equitable practice
- b. cultural competent practice
- c. cultural oppression
- d. none of the above

Answer: c

Solution: Sue and Sue remind the reader in the clinical implications that a multicultural therapist (MCT) should not disregard differences and should be careful not to impose the conventional helping role and process on culturally diverse groups. Such actions may constitute cultural oppression.

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 4

Question Type: Text Entry

Question: “_____ the _____” often happens when the norms and values of Western European concepts of mental health are imposed universally upon culturally diverse clients.

Answer: “Blaming the Victim”

Solution: The authors emphasize that there is the very real danger of cultural oppression, resulting in “blaming the victim” when the norms and values of Western European concepts of mental health are imposed universally upon culturally diverse clients.

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 5

Question Type: Essay Type

Question: Define *etic* and *emic* perspectives.

Answer: *Etic*: A culturally universal perspective, meaning that concepts can be considered universal and equally applicable across cultures.

Emic: A culturally specific perspective, meaning that lifestyle, cultural values, and worldviews affect the expression and determination of behavior.

Bloom's Level: Comprehension

Difficulty Level: Medium

Question 6

Question Type: True/False

Question: Most of the mental health disorders in the DSM-5 are transcultural, meaning the symptoms manifest with similar presentations across cultures, making diagnosing more systematic.

Answer: False

Solution: As was the case in the transcript between Dr. D and Gabriella, Dr. D's training has taught him that disorders such as panic attacks, depression, schizophrenia, and sociopathic behaviors appear in all cultures and societies, and minimal modification in their diagnosis and treatment is required. This type of training teaches that Western concepts of normality and abnormality can be considered universal and equally applicable across cultures (Arnett, 2009; Howard, 1992; Suzuki, Kugler, & Aguiar, 2005, as cited in Sue 8th edition). However, this is an example of *etic* or culturally universalistic thinking.

Sue 8th edition reports that many multicultural psychologists operate from an *emic* position, which is culturally specific thinking, and challenge these assumptions. In Gabriella's case, they argue that lifestyles, cultural values, and worldviews affect the expression and determination of behavior disorders (Ponterotto, Utsey, & Pedersen, 2006, as cited in Sue 8th edition).

Furthermore, they stress that all theories of human development arise within a cultural context and that using the Euro-American values of normality and abnormality may be culture-bound and biased (Locke & Bailey, 2014, as cited in Sue 8th edition).

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 7

Question Type: Multiple Selection

Question: What might be some characteristics of cultural incompetence?

- a. insensitivity to needs of culturally diverse clients
- b. demonstrate arrogant or contemptuous attitudes
- c. have little understanding of their own cultural biases and prejudices
- d. do not accept or respect cultural differences
- e. discriminatory practices

Answer: a, b, c, d, e

Solution: In the section on harm that may come from cultural incompetence, the authors describe several characteristics of an incompetent therapist. They surmise, however, that although there are disagreements over the definition of cultural competence, many of us know cultural incompetence when we see it. They further this by emphasizing that we can recognize this by its “horrendous outcomes” or by the human toll it takes on our marginalized clients. Multicultural specialists have described Western-trained counseling/mental health professionals in very unflattering terms: (a) They are insensitive to the needs of their culturally diverse clients; do not accept, respect and understand cultural differences; are arrogant and contemptuous; and have little understanding of their prejudices (Ridley, 2005; Thomas & Sillen, 1972, as cited in Sue 8th edition.

They add that discriminatory practices in mental health delivery systems are deeply embedded in the ways in which the services are organized and in how they are delivered to minority populations and are reflected in biased diagnoses and treatment, in indicators of dangerousness, and in the type of people occupying decision-making roles (Parham et al., 2011; Cross, Bazron, Dennis, & Isaacs, 1989, as cited in Sue 8th edition.

Bloom’s Level: Comprehension

Difficulty Level: EASY

Question 8

Question Type: Multiple Choice

Question: Which of the following is likely to be a perspective of a culturally competent helping professional?

- a. The role of counselor should be broadened to include teaching, consulting, and advocacy.
- b. Providing advice and suggestions are not effective forms of helping with people of color.
- c. The problems that people of color experience with discrimination and racism are beyond the scope of counseling practice.
- d. An individualistic counseling approach is the most effective form of meeting the needs of people of color.

Answer: a

Solution: The helping role and process of Multicultural Therapy (MCT) broadens the roles that counselors play and expands the repertoire of therapy skills considered helpful and appropriate in counseling. The more passive and objective stance taken by therapists in clinical work is seen as typically only one method of helping. Moreover, teaching, consulting, and advocacy can supplement the conventional counselor or therapist role.

Bloom’s Level: Application

Difficulty Level: MEDIUM

Question 9

Question Type: Text Entry

Question: The basic building blocks of cultural competence in clinical practice are _____, _____ and _____.

- a. acceptance; diversity; awareness
- b. knowledge; skills; awareness
- c. openness; awareness; acceptance
- d. none of the above

Answer: b

Solution: Sue 8th edition states that on a personal developmental level, multicultural counseling competence is defined as the counselor's acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society (ability to communicate, interact, negotiate, and intervene on behalf of clients from diverse backgrounds) on an organizational/societal level. Furthermore, it is defined as advocating effectively to develop new theories, practices, policies, and organizational structures that are more responsive to all groups. More specifically, cultural competence can be seen as residing in three major domains: (a) attitudes/beliefs component—an understanding of one's own cultural conditioning and how this conditioning affects the personal beliefs, values, and attitudes of a culturally diverse population; (b) knowledge component—understanding and knowledge of the worldviews of culturally diverse individuals and groups; and (c) skills component—an ability to determine and use culturally appropriate intervention strategies when working with different groups in our society.

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 10

Question Type: Essay Type

Question: How would you respond to the statement "There is only one race, the human race"?

Solution: Sue 8th edition describes that on the one side are beliefs that people are unique and that the psychosocial unit of operation is the individual. On the other side are beliefs that clients are the same and that the goals and techniques of counseling and therapy are equally applicable across all groups. The authors contend that taken to its extreme this latter approach nearly assumes that persons of color, for example, are White, and that race and culture are insignificant variables in counseling and psychotherapy (D. W. Sue, 2010, as cited in Sue 8th edition). Statements such as "There is only one race, the human race" and "Apart from your racial/cultural background, you are no different from me" are indicative of the tendency to avoid acknowledging how race, culture, and other group dimensions may influence identity, along with values, beliefs, behaviors, and the perception of reality (Lum, 2011; D. W. Sue, 2015, as cited in Sue 8th edition).

Bloom's Level: Synthesis

Difficulty Level: HARD

Question 11

Question Type: True/False

Question: The Latin expression “ataque de nervios,” or attack of the nerves, is basically the same as the American expression of a panic attack and should be treated similarly.

Answer: False

Solution: The transcript between Dr. D and Gabriella highlights the dangers of assuming the symptom presentation is consistent with Westernized nomenclature. For example, as Sue 8th edition points out when Gabriella uses the term *ataques* to describe her emotional outbursts, episodes of crying, feeling faint, somatic symptoms (“heat rising in her chest”), feeling of depersonalization (unreal), and loss of control, a Western-trained counseling/mental health professional may very likely diagnose a panic attack.

Sue 8th edition asks, however, if a panic attack diagnosis the same as *ataques*? Or is the *ataque* simply a Latin American translation of an anxiety disorder? The authors state that it is now recognized that *ataque de nervios* (“attack of the nerves”) is a cultural syndrome, occurs often in Latin American countries (in individuals of Latina/o descent) and is distinguishable from panic attacks (American Psychiatric Association, 2013, as cited in Sue 8th edition). Furthermore cultural syndromes that do not share a one-to-one correspondence with psychiatric disorders in DSM-5 have been found in South Asia, Zimbabwe, Haiti, China, Mexico, Japan and other places. The authors warn that failure to consider the cultural context and manifestation of disorders often result in inaccurate diagnosis and inappropriate treatment (D. Sue, Sue, Sue, & Sue, 2016).

Bloom’s Level: Application

Difficulty Level: EASY

Question 12

Question Type: Multiple Selection

Question: Identify some of the competencies needed in competent multicultural counseling.

- a. therapist awareness of one’s own assumptions, values, and biases
- b. understanding the worldviews of culturally diverse clients
- c. developing culturally appropriate intervention strategies and techniques
- d. being “color blind” and diminishing the effect of culture

Answer: a, b, c

Solution: Culturally competent healers are working toward several primary goals (American Psychological Association, 2003; D. W. Sue et al., 1992; D. W. Sue et al., 1998, as cited in Sue 8th edition). Culturally competent helping professionals are ones who are actively in the process of becoming aware of their own values, biases, assumptions about human behavior, preconceived notions, personal limitations, and so forth. Furthermore, culturally competent helping professionals are ones who actively attempt to understand the worldview of their culturally diverse clients. They investigate what the client’s values and assumptions about human behavior biases are. Additionally, culturally competent helping professionals are ones who are in the process of actively developing and practicing appropriate, relevant and sensitive intervention

strategies and skills in working with their culturally diverse clients.
Bloom's Level: Knowledge
Difficulty Level: EASY

Question 13

Question Type: Multiple Choice

Question: Cultural humility is described as which of the following?

- a. a way of doing
- b. a way of cultural awareness
- c. a way of assessing
- d. a way of being

Answer: d

Solution: Another attribute, cultural humility, seems central to effective multicultural counseling. In fact, *cultural humility* appears more like a “way of being” rather than a “way of doing,” which has characterized *cultural competence* (Owen, Tao, Leach, & Rodolfa, 2011 as cited in Sue 8th edition). This may manifest in an attitudinal component of respect for others, an egalitarian stance and diminished superiority over clients means an “other-orientation” rather than one that is self-focused.

Bloom's Level: Knowledge

Difficulty Level: EASY

Question 14

Question Type: Text Entry

Question: Multicultural counseling can be defined as both a _____ and a _____.

Answer: helping role; process

Solution: Multicultural counseling and therapy can be defined as both a helping role and a process that uses modalities and defines goals consistent with the life experiences and cultural values of clients. It recognizes client identities to include individual, group, and universal dimensions and advocates the use of universal and culture-specific strategies and roles in the healing process. It also balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems. (D. W. Sue & Torino, 2005, as cited in Sue 8th edition).

Bloom's Level: Analysis

Difficulty Level: HARD

Question 15

Question Type: Essay Type

Question: Identify the three levels of the Tripartite Framework for Understanding Multiple Levels of Identity. Provide a definition and example of each level.

Solution: The three levels are: Individual Level, Group Level, and Universal Level.

Individual Level: All people have individual uniqueness. An example is a personal experience with bullying in school. At the individual level, those who have a bullying experience will all experience it somewhat differently.

Group Level: Group membership results in shared experiences and characteristics. For example, the belief that family needs supersede individual needs can be a Group Level belief of some Latino groups.

Universal Level: We are all human beings. An example is that we all experience birth.

Bloom's Level: Application

Difficulty level: MEDIUM

Question 16

Question Type: True/False

Question: "Be your own person" will be welcome counsel for individuals from collectivistic cultures allowing them to finally meet their goals to gain independence.

Answer: False

Solution: The authors emphasize that many therapists operate from an individualistic approach and values individualism, autonomy, and independence. As in the case of Dr. D and Gabriella, Dr. D communicates to Gabriella that it is more important for her to decide what she wants for herself than being concerned about her parents' desires. Sue 8th edition states that Western European concepts of mental health stress the importance of independence and "being your own person" because it leads to healthy development and maturity, rather than dependency (in Gabriella's case "pathological family enmeshment"). The authors point out that Dr. D fails to consider that in many collectivistic cultures such as Latino or Asian American, independence may be considered undesirable and interdependence is valued (Ivey, Ivey, & Zalaquett, 2014; Kail & Cavanaugh, 2013, as cited in Sue 8th edition).

Bloom's Level: Analysis

Difficulty Level: HARD

Question 17

Question Type: Multiple Selection

Question: In the arena of cultural knowledge, which areas of competencies are important to have to be a culturally competent counselor?

- a. knowledgeable and informed on a number of culturally diverse groups
- b. knowledgeable about diverse groups one might work with
- c. specific knowledge and understanding of generic characteristics of counseling and therapy
- e. knowledge about sociopolitical background of clients

- f. knowledge about institutional barriers that prevent some diverse clients from utilizing services

Answer: a, b, c, d, e

Solution: In the section on cultural knowledge, the authors list the above competencies that a multiculturally competent therapist must possess. The list is as follows:

II. Cultural Competence: Knowledge

1. Knowledgeable and informed on a number of culturally diverse groups, especially groups with whom therapists work.
2. Knowledgeable about the sociopolitical system's operation in the United States with respect to its treatment of marginalized groups in society.
3. Possess specific knowledge and understanding of the generic characteristics of counseling and therapy.
4. Knowledgeable of institutional barriers that prevent some diverse clients from using mental health services (Sue 8th edition).

Bloom's Level: Knowledge

Difficulty Level: EASY

Question 18

Question Type: Multiple Choice

Question: As a counselor, what stereotypes, perceptions, and beliefs about culturally diverse groups do you personally and professionally hold that may hinder your ability to form a helpful and effective relationship? This is a question you may ask if you are attempting to develop which component of cultural competence?

- a. cognitive empathy
- b. skills
- c. knowledge
- d. awareness

Answer: d

Solution: Awareness is the aspect of cultural competence development that involves an understanding of stereotypes, perceptions, and beliefs about culturally diverse groups. As the authors have pointed out the therapy session between Dr. D and Gabriella illustrates the importance of cultural awareness and sensitivity in mental health practice.

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 19

Question Type: Text Entry

Question: The three levels of _____, _____ and _____ are the most important levels of identity to consider when working with a client.

Answer: individual; group; universal

Solution: A holistic approach to understanding personal identity demands that we recognize all three levels of identity: individual (uniqueness), group (shared cultural values and beliefs), and universal (common features of being human). Psychology has historically ignored the group level and prized the individual level, which represents a culture-bound and potentially oppressive practice.

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 20

Question Type: Essay

Question: Describe some of the implications for clinical practice you have learned from this chapter.

Solution: Sue 8th edition lists several implications; the list includes the following:

1. Know that the definition of multiculturalism is inclusive and encompasses race, culture, gender, religious affiliation, sexual orientation, age, disability, and so on.
2. When working with diverse populations, attempt to identify culture-specific and culture-universal domains of helping.
3. Be aware that persons of color, gays/lesbians, women, and other groups may perceive mental illness/health and the healing process differently than do Euro-American men.
4. Do not disregard differences and impose the conventional helping role and process on culturally diverse groups, as such actions may constitute cultural oppression.
5. Be aware that Euro-American healing standards originate from a cultural context and may be culture-bound. As long as counselors and therapists continue to view Euro-American standards as normative, they may judge others as abnormal.
6. Realize that the concept of cultural competence is more inclusive and superordinate than is the traditional definition of clinical competence. Do not fall into the trap of thinking "good counseling is good counseling."
7. If you are planning to work with the diversity of clients in our world, you must play roles other than that of the conventional counselor.
8. Use modalities that are consistent with the lifestyles and cultural systems of clients.
9. Understand that one's multicultural orientation, cultural humility, is very important to successful multicultural counseling. (Sue 8th edition)

Bloom's Level: Synthesis and Evaluation

Difficulty Level: HARD

Question 21

Question Type: True/False

Question: Most of the psychological research has been conducted on 5% of the world's population.

Answer: True

Solution: In what Sue 8th edition describes as hard-hitting article, Arnett (2009) as cited in Sue 8th edition) indicates that psychological research, which forms the knowledge base of our profession, focuses on Americans who constitute only 5% of the world's population. Arnett concludes that the knowledge of human behavior neglects 95% of the world's population and is an inadequate representation of humanity (Arnett, 2009, as cited in Sue 8th edition).

Additionally, the concepts of counseling and psychotherapy are uniquely Euro-American in origin, as they are based on certain philosophical assumptions and values that are strongly endorsed by Western civilizations. On one side are beliefs that people are unique and that the psychosocial unit of operation is the individual.

On the other side are beliefs that clients are the same and that the goals and techniques of counseling and therapy are equally applicable across all groups. This latter approach, taken to the extreme, nearly assumes that persons of color, for example, are White, and that race and culture are insignificant variables in counseling and psychotherapy (D. W. Sue, 2010, as cited in Sue 8th edition).

Bloom's Level: Knowledge

Difficulty Level: EASY

Question 22

Question Type: Multiple Selection

Question: Identify some of the ways a culturally competent counselor may supplement the conventional role of therapy.

- a. having a more active helping style
- b. being focused on changing environmental conditions rather than focus on changing the client
- c. serving as a consultant
- d. serving as a change agent
- e. serving as a teacher or advocate

Answer: a, b, c, d, e

Solution: The authors state that if you are planning to work with the diversity of clients in our world, you must play roles other than that of the conventional counselor. They add that part of *cultural competence* involves systemic intervention, such roles as consultant, change agent, teacher, and advocate supplement the conventional role of therapy.

Bloom's Level: Knowledge

Difficulty level: EASY

Question 23

Question Type: Multiple Choice

Question: The inclusive definition of multiculturalism believes that:

- a. Race is the only reference group included in the definition.

- b. Culture is the only reference group included in the definition.
- c. Reference groups related to race, ethnicity, sexual orientation, gender, age, and socioeconomic status are included in the definition.
- d. None of the above.

Answer: c

Solution: Sue 8th edition postulates that multiculturalism should not just focus on race. They say that a number of psychologists have indicated that an inclusive definition of multiculturalism (one that includes gender, ability/disability, sexual orientation, and so forth) can obscure the understanding and study of race as a powerful dimension of human existence (Carter, 2005; Helms & Richardson, 1997, as cited in Sue 8th edition).

They add, however, that this stance is not intended to minimize the importance of the many cultural dimensions of human identity but rather emphasizes the greater discomfort that many psychologists experience in dealing with issues of race rather than with other sociodemographic differences (D. W. Sue, Lin, Torino, Capodilupo, & Rivera, 2009, as cited in Sue 8th edition).

Bloom's Level: Application

Difficulty level: MEDIUM

Question 24

Question Type: Text Entry

Question: The term _____ is the ability to engage in actions or create conditions that maximize the optimal development of client and client systems.

Answer: cultural competence

Solution: The explanation provided by Sue 8th edition encompasses multicultural counseling and therapy as both a helping role and a process that uses modalities and defines goals consistent with the life experiences and cultural values of clients. It recognizes client identities to include individual, group, and universal dimensions and advocates the use of universal and culture-specific strategies and roles in the healing process. This balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems. Thus, Sue 8th edition summarizes that cultural competence is the ability to engage in actions or create conditions that maximize the optimal development of client and client systems.

Bloom's Level: Analysis

Difficulty Level: HARD

Question 25

Question Type: Essay Type

Question: Define the difference between cultural competence and cultural humility.

Solution: The authors report that *cultural humility* appears more like a "way of being" rather than a "way of doing," which has characterized *cultural competence* (Owen, Tao, Leach, &

Rodolfa, 2011 as cited in Sue 8th edition). To clarify the difference, with “cultural competence” the authors are referring to the virtues and dispositions inherent in the attitudes that counselors hold toward their clients. Whereas “cultural humility” refers more to the acquisition of knowledge and skills used in working with clients. This includes the attitudinal components of respect for others, an egalitarian stance, and diminished superiority over clients means an “other-orientation” rather than one that is self-focused (concern with one’s expertise, training, credentials, and authority).

Bloom’s Level: Knowledge

Difficulty Level: EASY

Question 26

Question Type: True/False

Question: Effectiveness is most likely enhanced when the therapist uses therapeutic modalities and defines goals that are consistent with the life experiences and cultural values familiar to the counselor.

Answer: False

Solution: Effectiveness is most likely enhanced when the therapist uses therapeutic modalities and defines goals that are consistent with the life experiences and cultural values of the *client*.

Bloom’s level: Application

Difficulty level: MEDIUM

Question 27

Question Type: Multiple Selection

Question: A culturally competent counselor should be able to

- a. generate a wide variety of verbal and nonverbal helping responses
- b. communicate (send and receive both verbal and nonverbal messages) accurately and appropriately.
- c. exercise institutional intervention skills on behalf of clients when appropriate
- d. anticipate the impact of their helping styles and of their limitations on culturally diverse clients
- e. play helping roles characterized by an active systemic focus, which leads to environmental interventions

Answer: a, b, c, d, e

Solution: Each of these cultural competence skills are provided in the textbook.

1. Able to generate a wide variety of verbal and nonverbal helping responses.
2. Able to communicate (send and receive both verbal and nonverbal messages) accurately and appropriately.
3. Able to exercise institutional intervention skills on behalf of clients when appropriate.
4. Able to anticipate the impact of their helping styles and of their limitations on culturally diverse clients.

5. Able to play helping roles characterized by an active systemic focus, which leads to environmental interventions. Not restricted by the conventional counselor/therapist mode of operation.

Sources: D. W. Sue et al. (1992; 1998). Readers are encouraged to review the original 34 multicultural competencies, which are fully elaborated in both publications. D. W. Sue et al. (1992; 1998, as cited in Sue 8th edition). The authors note that readers are encouraged to review the original 34 multicultural competencies, which are fully elaborated in both publications.

Bloom's Level: Knowledge

Difficulty Level: EASY

Question 28

Question Type: Multiple Choice

Question: A holistic approach to personal identity demands that we recognize levels of identity to include

- a. familial, societal, and group
- b. individual, group, and universal
- c. cultural, group, and universal
- d. individual, group, and vocational

Answer: b

Solution: It is possible to conclude that all people possess individual, group, and universal levels of identity. A holistic approach to understanding personal identity demands that we recognize all three levels: individual (uniqueness), group (shared cultural values and beliefs), and universal (common features of being human). Because of the historical scientific neglect of the group level of identity, the Sue and Sue (2016) text focuses primarily on the group category.

Bloom's Level: Knowledge

Difficulty Level: EASY

Question 29

Question Type: Text Entry

Question: According to the Multicultural and Social Justice Counseling Competencies (MSJCC), multiculturalism leads to _____ initiatives and actions.

Answer: social justice

Solution: Sue 8th edition reports that recently, the Multicultural Counseling Competencies Revision Committee of the American Counseling Association (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015, as cited in Sue 8th edition) has presented an important draft document. The Multicultural and Social Justice Counseling Competencies (MSJCC) proposes to revise the multicultural counseling competencies devised by D. W. Sue et al. (1992). As will be indicated in Chapter 4, the heart of the revision is integration of social justice competencies with multicultural competencies. Acknowledging that multiculturalism leads to social justice initiatives and actions, it is proposed that a conceptual framework that includes quadrants

(privilege and oppressed statuses), domains (counselor self-awareness, client worldview, counseling relationships, and counseling and advocacy interventions), and competencies (attitudes and beliefs, knowledge, skills, and action).

Bloom's Level: Application

Difficulty Level: MEDIUM

Question 30

Question Type: Essay Type

Question: Name and define the three components of cultural competence.

Solution: The three components of cultural competence are: (a) attitudes/beliefs component—an understanding of one's own cultural conditioning that affects the personal beliefs, values, and attitudes of a culturally diverse population; (b) knowledge component—understanding and knowledge of the worldviews of culturally diverse individuals and groups; and (c) skills component—an ability to determine and use culturally appropriate intervention strategies when working with different groups in our society.

Bloom's Level: Comprehension

Difficulty Level: EASY

Question 31

Question Type: True/False

Question: The individual and group levels have traditionally been the focus of psychology, and mental health professionals in particular.

Answer: False

Solution: Psychology—and mental health professionals in particular—have generally focused on either the individual or the universal levels of identity, placing less importance on the group level. There are several reasons for this orientation. First, our society arose from the concept of rugged individualism, and we have traditionally valued autonomy, independence, and uniqueness. Second, the universal level is consistent with the tradition and history of psychology, which has historically sought universal facts, principles, and laws in explaining human behavior.

Bloom's Level: Comprehension

Difficulty Level: EASY

Question 32

Question Type: Multiple Selection

Question: What are some of the attitudinal components of respect for others?

- a. egalitarian stance
- b. diminished superiority
- c. ethnocentrism
- d. other orientation

e. self focus

Answer: a, b, d

Solution: The authors refer to the attitudinal components of respect for others, an egalitarian stance, and diminished superiority over clients means an “other-orientation” rather than one that is self-focused (concern with one’s expertise, training, credentials and authority).

Bloom’s Level: Application

Difficulty level: MEDIUM

Question 33

Question Type: Multiple Choice

Question: The authors define cultural competence as the ability to engage in actions or create conditions that

- a. maximize independence from dominant society and inherent racism
- b. maximize the optimal development of client and client systems
- c. maximize acculturation into dominant society for optimum functioning
- d. all of the choices are correct

Answer: b

Solution: The authors postulate that to be an effective multicultural helper requires cultural competence. They define cultural competence as the ability to engage in actions or create conditions that maximize the optimal development of client and client systems.

Bloom’s Level: Comprehension

Difficulty Level: EASY

Question 34

Question Type: Multiple Choice

Question: From what point of view do culturally responsive psychologists operate?

- a. etic
- b. emic
- c. cultural distress
- d. collectivistic awareness

Answer: b

Solution: Many culturally responsive psychologists operate from an emic position. They argue that lifestyles, cultural values, and worldviews affect the expression and determination of behavior disorders (Ponterotto, Utsey, & Pedersen, 2006). They stress that all theories of human development arise within a cultural context and that using the EuroAmerican values of normality and abnormality may be culture-bound and biased (Locke & Bailey, 2014).

Bloom’s Level: Comprehension

Difficulty Level: EASY

Question 35

Question Type: Essay

Question: Differentiate between cultural universality and cultural relativism.

Solution: Proponents of cultural universality focus on disorders and their consequent treatments and minimize cultural factors, whereas proponents of cultural relativism focus on the culture and on how the disorder is manifested and treated within it. Both views have validity. It would be naive to believe that no disorders cut across different cultures or share universal characteristics. Likewise, it is naive to believe that the relative frequencies and manners of symptom formation for various disorders do not reflect the dominant cultural values and lifestyles of a society.

Bloom's Level: Application

Difficulty Level: MEDIUM