

Instructor's Manual

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Eighth Edition

Counseling the Culturally Diverse

Theory and Practice

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INTRODUCTION: TEACHING TIPS AND RECOMMENDATIONS FOR MULTICULTURAL COUNSELING AND THERAPY COURSES

Activities—Function Or Filler?

As instructors, we are aware that our students bring with them a range of preferred learning styles. We also know that while most people do not learn best by “chalk and talk,” many instructors still rely on this teaching approach. Finally, we additionally know that every time that an additional “sense” is added to the learning process, the percentage of retained information will likely increase. Although well-designed, well-timed, and well-executed activities can effectively address the above, the use of activities, including icebreakers, is often not utilized by instructors as fully as possible. I strongly advise you to avoid using icebreakers and other activities as “fillers.” Activities not only offer variety to the instructional process—breaking up information conveyed via lectures and other more traditional teaching approaches—they also offer students a shared springboard. More specifically, there is tremendous value in having students experience an activity together and then compare, contrast, and process their shared and differing individual experiences, perceptions, and “take-aways.” (Refer to Appendix VI for additional information about icebreakers.)

Included in this Instructor’s Manual (IM) is an icebreaker, entitled “The Mistreated Giant” (Appendix II)—my rewrite of the fairy tale “Jack and the Beanstalk” to include issues related to oppression, power, and perspective, as well as to provide the necessary “right-left” element of this icebreaker. This activity has allowed me to get a feel for and address the students’ expressed goals and concerns at the beginning of the course, facilitate class cohesiveness and name recall and has been an effective springboard for introducing some of the basic components of Multicultural Counseling and Therapy.

Go-Rounds

Students and instructors will likely find Go-Rounds to be a useful processing, assessment, and instructional course tool. Go-Rounds take place at the beginning of each class, starting with

the second class meeting. In a Go-Round, each student individually verbally shares their primary take-away from the previous class and/or assignment(s); students can also share something that has transpired during the intervening week that is not directly related to the readings, assignments, or what transpired in class, but is still related to the area of Multicultural Counseling and Therapy. Consistent with the Multicultural and Social Justice Counseling Competencies (MSJCC) “Action” component, I also use this time to identify, and give kudos for, instances of student “praxis,” where course content/discussion has led to critical reflection and action. An example of student praxis was when a student, who was employed as a mental health worker at a nationally acclaimed psychiatric hospital, successfully convinced her department to purchase multicultural crayons for the children in their pediatric unit.

I named this class opener “Go Round” because students literally go around the circle sharing one thing that they remember, took away, had an insight about, were disturbed about, thought more about, and so on, related to our most recent class/assignments. By sharing information in this way, all students have an opportunity to speak—the stage is theirs—and to engage in active listening. It also increases student openness to and curiosity about the narratives and experiences of others, facilitates student “ownership” of the course and its content and increases cultural humility. It additionally helps to quickly bring students back to what took place during the preceding week so that we can efficiently move into the theme of the current class. Finally, as the instructor, I use the Go-Round as an opportunity to highlight, reinforce, clarify, and supplement what has been said.

Ground Rules

It is not unusual for students to have concerns, especially at the beginning of this particular course, about what might take place in class. Examples of such concerns are that the student may say or do the “wrong” thing, discover that they are “prejudiced,” and/or may be misinterpreted by others. The collective anxiety is often palpable. While some discomfort and “dissonance” is an important component of constructive change in this area, excessive anxiety or concern can have the opposite effect.

I have found it critical to collaboratively develop a set of “ground rules” for the course, during the first course meeting. These rules help to create a collectively agreed-upon

environment in which authentic, challenging, respectful, and “safe” dialogue can take place. The rules help identify and address student concerns, as well as increase the likelihood that student—and instructor—goals for the course will be met. This activity also provides an additional vehicle for instruction.

I conduct this activity using an acronym—R-E-S-P-E-C-T—which not only conveys an important element of the course, and Multicultural Counseling and Therapy, as well, but also provides letters that will cover most of the concerns, wishes, and goals that students are likely to have (see Appendix I).

“If It’s Unmentionable, It’s Unmanageable”: Handling Challenging Situations

The Judge Baker Good Grief Program, in Boston, Massachusetts, embraces the following concept: “If it’s unmentionable, it’s unmanageable.” I encourage you—my fellow course instructors—to adopt this as one of your guiding principles. It should come as no surprise that a course that focuses on a topic that continues to be such an increasingly vitriolic and loaded one for our country, would be expected to result in challenging, oftentimes uncomfortable conversations and situations inside—and possibly also outside—of the classroom. I strongly believe that if students cannot have these difficult discussions in a “controlled” and emotionally “safe” class setting, then where can such discussions take place? I am not suggesting that students should be coddled or overprotected. Rather, for such discussions to become maximally meaningful and transformative, the 400-pound gorilla must be “named.” We do our students (and their future clients) a disservice, to do otherwise. As instructors, we become important classroom models of effective ways to engage in this naming, claiming, and transformation process. By exhibiting constructive ways to discuss emotionally charged issues in a non-defensive way, we encourage students to courageously own, examine, and alter their beliefs, feelings, worldviews, and issues that would likely interfere with their effectiveness as a multicultural counselor and embracer of social justice. It is through this naming, claiming, and “taking students where they’re at” process, that the “unmentionable” can lose its powerful often paralyzing hold on students and real student change can occur.

While many of such challenging situations/conversations are predictable and are built into the structure of the course, it has been my experience that some of the most important in-class discussions that will occur have been unplanned “teachable moments.” Instructors are encouraged to read *Race Talk and the Conspiracy of Silence* by Dr. Derald Wing Sue—one of the authors of the current text—for additional information and recommendations about this critical component of Multicultural Counseling courses (Sue, D. W. (2015). *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: Wiley).

Instructional Scaffolding

Instructional scaffolding occurs when teaching takes place in a constructivist way. Teaching of concepts and skills, learning experiences/activities, and the challenging of the student’s current thoughts, beliefs, and attitudes progress in a way that builds on previous learning and course-related experiences. Instruction becomes progressively more complex and challenging.

Keeping Your Finger on the Pulse of the Class

Students (as well as instructors) are accompanied by their unique configuration of “baggage” around this often-loaded area; how this “baggage” may surface during the course can vary widely. I have found that it is important to keep my finger on the “pulse” of the class throughout the course, and respond/intervene, if and as needed. From a proactive perspective, some of the methods that I have used in this regard have included an initial icebreaker activity, such as “The Mistreated Giant” (Appendix II), “Go-Rounds”; Reflection Sheets (Appendix V); Guided Journals (brief self-reflective semi-structured essays); student mid- and final course self-assessments and other forms of formative assessment “exit tickets”; and building in sufficient time for activity-related debriefing.

Know Thyself

One of the domains of the MSJCC is Counselor Self-Awareness. Remaining aware of what you, as the instructor, bring to this area, will increase your teaching effectiveness, and help to maximize your students’ degree of self-reflection and informed risk-taking.

Multicultural and Social Justice Counseling Competencies (MSJCC)

During the summer of 2015, the Executive Council of the American Counseling Association's Division 45 (Association for Multicultural Counseling and Development) and the Governing Council of the American Counseling Association endorsed an important document—Multicultural and Social Justice Counseling Competencies (MSJCC). This document, which was developed by the members of the Multicultural Counseling Competencies Revisions Committee, was historic in several ways, as it represented a major revision to the original Multicultural Counseling Competencies, which were developed in 1992 by one of the text's authors—Dr. Derald Wing Sue—and two of his colleagues—Drs. Patricia Arredondo and Roderick J. McDavis. More specifically, the revised competencies place multiculturalism, social justice, and identity intersectionality—with their attendant factors of power, privilege, and oppression—front and center, and provide a clear conceptual framework for understanding and addressing these issues. Additionally, the current document importantly expanded the original 1992 competency focus on dominant society counselors working with marginalized clients to now include all privileged–marginalized status counselor–client counseling configurations. Finally, counselors using this praxis-based framework with its quadrants, domains, and competencies, view their clients in cultural context, consider not only individually based interventions, but multileveled systems-based strategies as well, and add the important dimension of “Action” to the already existing competency categories of Skills, Knowledge, and Attitudes/Beliefs.

Instructors of Multicultural Counseling courses need to be well versed in this document and actively integrate its contents throughout the course, including lectures, assignments, and activities. I encourage you to require your students to thoroughly review the 2015 ACA/AMCD document, as well as the overview articles on the MSJCC that appeared in the January 2016 issue of the *Journal of Multicultural Counseling and Development*, the February 2016 issue of *Counseling Today*, and the January 2016 issue of the *Journal of Multicultural Counseling and Development*.

Provide “Concrete Boots”

“Concrete boots” is a term used by the director of a comprehensive community mental health center, at which I worked during the early part of my professional career, to refer to concrete examples that provide a grounding for what is being discussed. I encourage you to

ground highlighted theory/concepts, activities, text, and lectures with “concrete boots” by sharing specific examples/anecdotes from your counseling practice and other professional experiences, while preserving client confidentiality. I have also occasionally shared personal examples with students, when appropriate. As the course progresses, my experience has been that students increasingly share their experiences as well. Students have been hungry for and very appreciative of these concrete examples, which help them translate theory into practice.

Reflection and Goals Statement Templates

I find it useful for students to create their own road map of their personal and professional goals for the Multicultural Counseling and Therapy course. This increases student focus and ownership of their learning experience. Students also have an opportunity to create a brief “snapshot” of their most salient take-away(s) from each class. To accomplish this, I have created and utilize a Goals Statement Sheet (Appendix IV) and a Reflection Sheet (Appendix V), respectively. While Reflection Sheets are completed at the end of each class, the Goals Sheet is completed at the beginning of the course, although students have an opportunity to revise their Goals Sheet at any point during the course.

Role Plays: Coaching Corners

We all can probably remember our student days when role plays occurred in the dreaded “fishbowl.” While the fishbowl provides students with an opportunity to view the same hypothetical scenario, it often runs the risk that those on the perimeter of the fishbowl will become nonengaged observers. I encourage you to consider what I fondly call role play “Coaching Corners.” (Chapters 2–26 in the IM each contain a minimum of one role-play scenario.)

In the Coaching Corners model, role plays are conducted in small groups—typically in groups of three: Counselor, Client, and Coach. All small group members rotate into each role. The assigned roles of the counselor and client are as one would expect. The coach’s role is to monitor the role play and to serve as the consultant to the counselor, who can call on the assistance of his/her coach at any time during the role play. The coach can also interrupt and provide input and/or recommendations to the designated counselor, when and as needed. As the course instructor, it is important that you circulate to each small group, becoming a consultant to

and model for the identified “coach,” as well as briefly participate in the small group debriefings. This model increases student risk taking, as the role play is not in front of the entire class. Additionally, its structure requires the active attention and involvement of all members of the small group.

Each of the small group’s three role plays are immediately followed by a 2-min within-group debriefing where each participant of the small group will share his or her experience in the role play (from the perspective of their role) with their fellow small group members and identify and discuss what worked well in the role play and what could have made the counseling process even stronger. The first debriefing is followed by the small group’s second role play and debriefing. After the third and final role play and debriefing, small groups will share a brief summary of the highlights of their experience with the larger class. The instructor uses this large group discussion to highlight, reinforce, and supplement information shared by the small groups, while being sure to implicitly recognize and reframe the positive intent of the counselor’s and coach’s role-play responses/recommendations. Students from other small groups are encouraged to ask questions of the presenting small group and/or provide additional recommendations. The role plays are also a form of formative assessment, and as such will provide the instructor with important information about the “pulse” of the class, as well as student areas of strength and weakness.

Setting the Foundation

It is critical that instructors create a foundation and culture in their courses that promote candid, authentic, and respectful discussion, and facilitate the development of a classroom environment that is characterized by emotional “safety,” support, and cohesiveness. Again, this is not to suggest that student beliefs, perceptions, behavior, and/or responses should not be challenged. On the contrary, this is a critical aspect of the course. Toward this end, there are several approaches/activities that I utilize that students have found to be useful, in this regard. These include, but are not limited to: scaffolding of the course outline; activities; class discussions (e.g., type, focus, and depth); demystification/deconstruction of class activities; Go-Rounds; the development of collaboratively developed Ground Rules (Appendix I); instructor modeling and self-disclosure (as appropriate); ongoing informal monitoring of the “pulse” of the class; Reflection Sheets (Appendix V); and structuring the physical class environment to

maximize interaction and connection. (e.g., I encourage you to abandon lecture style seating and instead use a circle setup, whenever possible.)

To Flip—or Not to Flip

The flipped classroom approach is becoming increasingly popular, as it encourages students to come to class better prepared, in the “zone,” and ready to more actively engage in the class. Classroom time is more effectively spent on activities, discussions, and content elaboration and synthesis, rather on more passive “chalk and talk” information delivery. The flexibility of this approach allows students to control the “how,” “when,” and “where” of their out-of-class course-related learning experiences, and thus is inherently empowering. If you have not previously utilized a flipped classroom approach, do not be deterred. The Instructor Companion Site has been constructed in a way that easily lends itself to the flipped classroom. Additionally, each text chapter in the IM includes pre-class assignments for instructors who choose to incorporate a flipped classroom approach.

Transition Guide

If you have used previous editions of *Counseling the Culturally Diverse* (CCD) in your teaching of Multicultural Counseling, you are encouraged to review the provided Transition Guide to view the multiple changes which are reflected in the eighth edition of the text. (Available on the Instructor Companion Site at www.wiley.com/go/sue/ccd8e.)

Videos

I think back to my days in public school when a substitute teacher walked into the classroom. Depending on my grade level and subject matter, at the time, there was a more than average chance that a video would eventually be shown and become the equivalent of an in-class “snow day.” I strongly urge you not to use videos as filler.

Maximize the richness that videos potentially offer you, as an instructor. Make their inclusion in your course, “count.” When shown in class, videos become a shared, here-and-now experience that can model a variety of intervention styles and approaches, help make written material more “real,” tangible, and understandable, become rich catalysts for discussion,

incorporate a diversity of digital guest instructors and clients into the course, and model an expanded variety of intervention styles and approaches. The integration of well-selected videos can enrich your teaching, maximize the use of your time as an instructor, simultaneously address multiple student learning styles, and thus, can become an invaluable component of the course. Videos may be used to highlight a particular multicultural counseling and therapy (MCT) issue, the counseling process, and/or provide an example of a particular counseling intervention. Videos can also be effectively used in more traditional class formats, as well as in Intensive and Online formats, as well.

That said, it is important to avoid having your students become passive consumers of course related videos. For example, when focusing on the counseling process and/or an intervention, provide students with “instructions” related to the postvideo discussion. This could include the perceived experience of the counseling session from the perspective of the video’s participants; which counseling interventions “worked” and which ones weren’t as successful—with the expectation that students will also identify the specific indicators that led to the student’s assessment of intervention efficacy. Instructors and students can collaboratively identify alternative responses/behaviors that a counselor in a similar situation could use to address the interventions that were not as successful or to make the effective interventions/strategies even stronger. Finally, instructors can also involve students in postvideo role plays, in small groups, with the focus on the same or similar counseling situation that was presented in the video. (See “Role Plays: Coaching Corners” above, for role play format recommendations.)

Using videos in traditional class formats: In more traditional class formats, my experience has been that initial semistructured small group deconstruction and discussion of videos, yields more authentic student processing of the video and sharing of reactions, than having students watch the video on their own. This is then followed by a whole-class discussion of the video, with each small group’s “reporter” sharing the highlights of their discussion, with the larger group. There are two exceptions to this—when I intentionally forgo small group processing and discuss the video with the class as a whole. Not surprisingly, the first situation occurs when there is an insufficient amount of time to process a video both in small groups and with the class, as a whole. The second situation is when a portion or all of the students have an

obvious strong negative reaction to a video. Collectively, processing such videos allows instructors to keep their finger on the pulse of the class and to insure emotionally productive processing of the video and student reactions.

Using videos in flipped, intensive, and online course formats: Videos can also be useful in flipped, intensive, and online class formats, as well. Here, the goal continues to be the maximization of student opportunities for reflection, modeling, and discussion, within the utilized nontraditional teaching format. In such formats, students can view a video on their own and interactively process the video through a course blog (in which students post their reflections about the video, as well as provide feedback to others' posts), respond to essay questions, or use video content as a springboard to an in-class or out-of-class follow-up activity.

One of the resources available to you, as an adopter of the CCD textbook, is a collection of well-made videos that were developed specifically for use with the CCD text. Please also be aware that the Wiley Microtraining series videos can also be effectively used in this regard. For each CCD chapter, the IM will highlight recommended videos from both the text's Instructor Companion Site and the Microtraining series, for your convenience and consideration. Please also note that two Microtraining series general discussion videos have relevance for any and all of the CCD chapters. More specifically, they are

- *Overcoming Personal Racism: What Can I Do?*
- *The Psychology of Racism: Where Have We Gone Wrong?*

CHAPTER 1

OBSTACLES TO DEVELOPING CULTURAL COMPETENCE AND CULTURAL HUMILITY: UNDERSTANDING RESISTANCE TO MULTICULTURAL TRAINING

Pre-class Assignments/Flipped Classroom Approach

- Have students read Chapter 1 and review the Lecture Slides (available as a Resource on the Instructor Companion Site at www.wiley.com/go/sue/ccd8e).
- Have students complete the Goals Statement Sheet (IM Appendix IV).
- Discussion questions: Assign the Discussion questions for Sections “Reactions to Reading **Counseling the Culturally Diverse**” through “Cultural Competence and Emotions”. Students will post their responses to the questions, as well as provide feedback to a minimum of one other posted response.

Suggested Class Opener/Extender

- Icebreaker: The Mistreated Giant (IM Appendix II)
- Collaborative establishment of Ground Rules (IM Appendix I)
- Use icebreaker-identified hopes/concerns and developed Ground Rules as a segue to student sharing of their reactions to the first chapter’s four student “reactions.” For example, did they expect a counseling textbook to begin with such emotionally powerful material?

Explore the chapter’s student reactions (e.g., where might these reactions come from?) as well as make process comments about the different reactions among your students. For example, it is highly likely that students of color will have vastly different reactions than White students to the narratives. If the class composition lacks racial/ethnic diversity, students are likely to have had a diversity of experiences based on gender identification, socioeconomic status, sexual orientation, ability, religion, and environmental/social contexts.

Videos

Several mini videos have been specifically developed for use with the text's first chapter, and will help instructors introduce and/or facilitate discussion about topics to be covered in the first class. Instructors should select the most appropriate placement of the videos after the ice breaker has been completed and course ground rules have been established. The videos are

Video 1.1: *Reacting to Race and Racism* (2:24)

Video 1.2: *Same Material, Different Reaction* (5:41)

Video 1.3: *Representation Without Generalization* (4:16)

Video 1.4: *Worldviews and Dominant Narratives* (4:34)

Video 1.5: *Cultural Conditioning* (3:03)

In-class Discussion Questions

- What were your emotional reactions to each of the chapter's opening narratives?
- To which narrative(s) in the text did you experience greatest alignment?
- To which narrative(s) did you have the strongest negative emotional reaction?
- Which of the presented narrative(s) were easiest to relate to and/or believe? Which narratives were most difficult for you to relate to and/or believe?
- How does it feel to explore and talk about the biases you hold toward members of other racial/ethnic/cultural groups?

Suggested Out-of-Class Activities (Post-class)

- Completion of Reflection Sheets. (IM Appendix V)
- Activity I: Have students write a five-page autobiography addressing the following questions:
 - What led me to become a counselor?
 - What were my first experiences with people of color (or with people who are White)?
 - What does it mean to me to be a racial/ethnic/cultural being?
 - When did I begin to view myself as a member of a cultural group?
 - What did I learn from my family about cultural diversity and differences?

- What are my stereotypes and biases about individuals from other groups?
- Activity II—cultural timeline: An alternative and more engaging way to carry out the above autobiography would be for students to manually or digitally create a cultural timeline that highlights critical events that have contributed to their development as cultural beings and the way in which they view “difference.”

Essay Questions

- Define cultural competence and discuss the role that self-awareness plays in this process.
- What is/are likely to be your primary emotional challenges on your journey to increased cultural competence and cultural humility?
- How do you define and understand the terms “majority” and “minority”? Do you view them as quantitative or qualitative terms—or both? How do these terms relate to the concepts of power, privilege, oppression, and social status?
- What is your reaction to the following statement that is presented in the text?
“Without awareness and knowledge of race, culture, and ethnicity, counselors and other helping professionals could unwittingly engage in cultural oppression.”
Explain.

Recommended Microtraining Series Video

- *Emotional Roadblocks to Counseling the Culturally Diverse.*

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.*

CHAPTER 3

MULTICULTURAL COUNSELING COMPETENCE FOR COUNSELORS AND THERAPISTS OF MARGINALIZED GROUPS

Pre-class Assignments/Flipped Classroom Approach

- Have students read Chapter 3 and review the Lecture Slides (available as a Resource on the Instructor Companion Site at www.wiley.com/go/sue/ccd8e).
- Assign the *Chapter 3: Full Counseling Session video* (obstacles to cultural competence counseling session between “Darnell” and “Sarah”) (18:26 min).
- Discussion questions: Assign the Discussion questions for Sections “Interracial and Interethnic Biases” through “Stereotypes Held by Socially Marginalized Group Members”. 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. (See the IM Introduction for a description.)

Suggested In-Class Activities

- Provide a more detailed overview of the slide presentation that the students viewed pre-class, including tying it in with the Multicultural and Social Justice Counseling Competencies (MSJCC) domains of “Counselor Self-Awareness,” “Counseling Relationship,” and “Client Worldview,” as well as its place on the MSJCC Model schematic—“Marginalized Counselor—Marginalized Client.” As the discussion progresses, encourage students to provide examples from the video.
- View with your students the *Chapter 3: Full Counseling Session Analysis video* (8:03 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 what the counselor did that “worked” and what the counselor did that was 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 with the client in the video. 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: Return students to their small groups and provide them with an opportunity to implement discussed alternative ways that “Darnell” could more effectively work with “Sarah.” (See *Role Plays: Coaching Corners* description in the IM Introduction.) 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.

In-Class Discussion Questions

- What is your experience with interracial and interethnic conflicts?
- What have been your most important sources of learning about other racial/ethnic groups: media, family, peers, personal observations/experiences, and so on? Discuss your critical “lessons learned,” in this regard.
- How do you tend to react to readings/discussions about misunderstandings and conflicts between racial and ethnic groups?
- Why might some people of color be hesitant to discuss interracial conflicts?