

Working with Diverse Clients and Going Beyond the Therapy Room: Multicultural and Social Justice Counseling Competencies

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About the presenter

- Education (Counseling Psychology)

Ph.D. at Indiana University (Enroute)

- Minor in Inquiry Methodology

M.A. at University of Denver (2017)

B.S.S. at Hong Kong Shue Yan University (2014)

- Leadership experiences

Institutional

- **Co-President** (2018-present), Counseling Psychology Student Organization (CPSO; IU)
- **Emissary of Graduate Student** (2018-present), The University Graduate School (IU)
- **International Liaison Chair** (2017-2018), CPSO at IU

Regional

- **Cultural Competence Consultant** (2018), Stone Belt Arc, Inc.

State

- **Student Representative to the Executive Board of Directors** (2018-present), Indiana Psychological Association

National

- **Student Representative** (2017-present), Division 17 at APA and Other Awards Committee

International

- **Professional Development Subcommittee** (2018-present), International Mentoring and Orientation Committee (IMOC), Division 17 at APA
- **Student representative to the Executive Board of Directors** (2015-2018), Association of Chinese Helping Professionals and Psychologists-International (ACHPPI)

Today's agenda

- The five forces in the field of counseling
- Part I
 - Multicultural counseling competencies
 - Importance
 - Models
 - Implications and applications
 - Personal experience
- A short break 😊
- Part II
 - Social justice counseling competencies
 - What is it?
 - Oppression and privileges
 - Advocacy and leadership
 - Personal experience
- Part III
 - Awareness and critical consciousness
 - Merging together: Developing multicultural and social justice counseling competence
 - Conclusion

Part I

Multicultural Counseling Competencies



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The Five Forces in Counseling

- First Force
 - Psychodynamic
- Second Force
 - Cognitive-behavioral
- Third Force
 - Existential-humanistic
- Forth Force
 - Multicultural
- Fifth Force
 - Social Justice
 - Motivated by humanism, systemic approach, feminism, and multiculturalism

(Ratts, 2009)

Questions raised from the past forces...

- Concerns about counseling research and psychological theories
Quantitative research Versus Qualitative research
 - The issue of generalizability
 - Sample selection
 - Between-group and Within-group differences
 - Group uniqueness
 - External validity
- The ethnocentric findings from the United States:
Between-group differences: US = 5% of the world population
Within-group differences: counselors, researchers, and professionals are predominantly white; samples are white college students
- Cultural differences
- Motivation from the Existential-humanistic force
Person-centered approach

World populations

World population (millions, UN estimates) ^[8]				
#	Top ten most populous countries	2000	2015	2030*
1	 China*	1,270	1,376	1,416
2	 India	1,053	1,311	1,528
3	 United States	283	322	356
4	 Indonesia	212	258	295
5	 Brazil	176	208	229
6	 Pakistan	138	189	245
7	 Nigeria	123	182	263
8	 Bangladesh	131	161	186
9	 Russia	146	146	149
10	 Mexico	103	127	148
World total		6,127	7,349	8,501

Notes:

- China = excludes Hong Kong and Macau
- 2030 = Medium variant

(United Nations, 2017)

Take a look at the HK demographics...

Population of Hong Kong according to ethnic group^[26]

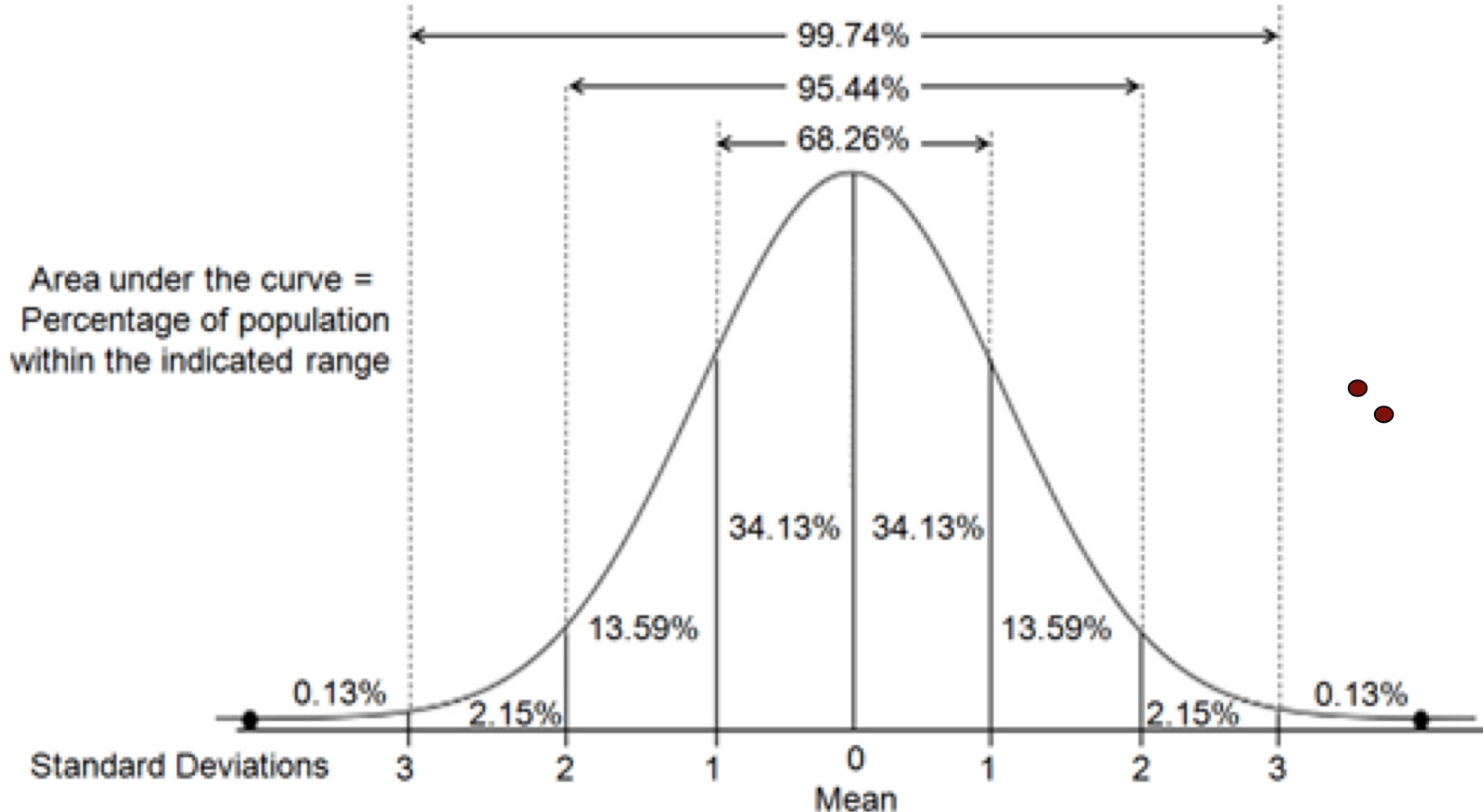
Ethnic group	2006 By-census		2011 Census		2016 By-census	
	Number	%	Number	%	Number	%
Chinese	6 522 148	95.0	6 620 393	93.6	6 752 202	92.0
Filipino	112 453	1.6	133 018	1.9	184 081	2.5
Indonesian	87 840	1.3	133 377	1.9	153 299	2.1
White	36 384	0.5	55 236	0.8	58 209	0.8
Indian	20 444	0.3	28 616	0.4	36 462	0.5
Nepalese	15 950	0.2	16 518	0.2	25 472	0.3
Pakistani	11 111	0.2	18 042	0.3	18 094	0.2
Thai	11 900	0.2	11 213	0.2	10 215	0.1
Japanese	13 189	0.2	12 580	0.2	9 976	0.1
Other Asian	12 663	0.2	12 247	0.2	19 589	0.3
Others	20 264	0.3	30 336	0.4	68 986	0.9
Total	6,864,346		7,071,576		7,336,585	

Estimated number of adherents in Hong Kong by religion^[34]

Region	2008	2009	2010	2011	2012	2013	2016
Buddhists	> 1 million	> 1 million	> 1 million	> 1 million	≈ 1 million	≈ 1 million	≈ 1 million
Taoists	≈ 1 million	≈ 1 million	≈ 1 million	≈ 1 million	> 1 million	> 1 million	> 1 million
Protestant	320,000	320,000	480,000	480,000	480,000	≈ 500,000	500,000
Catholics	350,000	350,000	353,000	363,000	363,000	368,000	384,000
Muslims	220,000	220,000	220,000	220,000	270,000	300,000	300,000
Hindu	40,000	40,000	40,000	40,000	40,000	40,000	100,000
Sikhs	10,000	10,000	10,000	10,000	10,000	10,000	12,000

(Census and Statistics Department Hong Kong SAR, 2017)

Implications from research...



The Bell Curve – Normal Distribution

$$\Pr(x) = \frac{1}{\sqrt{2\pi}} e^{-x^2/2}$$

The 4th Force: Multicultural Counseling

- Fundamental questions
 - What's the context of psychotherapy?
 - Client's core identity: "Who am I?"
- Definition
 - *"Multiculturalism, in an absolute sense, **recognizes the broad scope of dimensions** of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions. All of these are critical aspects of an individual's ethnic /racial and personal identity, and psychologists are encouraged to be cognizant of issues related to all of these dimensions of culture. **In addition, each cultural dimension has unique issues and concerns.**"*
(American Psychological Association, 2002, pp. 9–10)

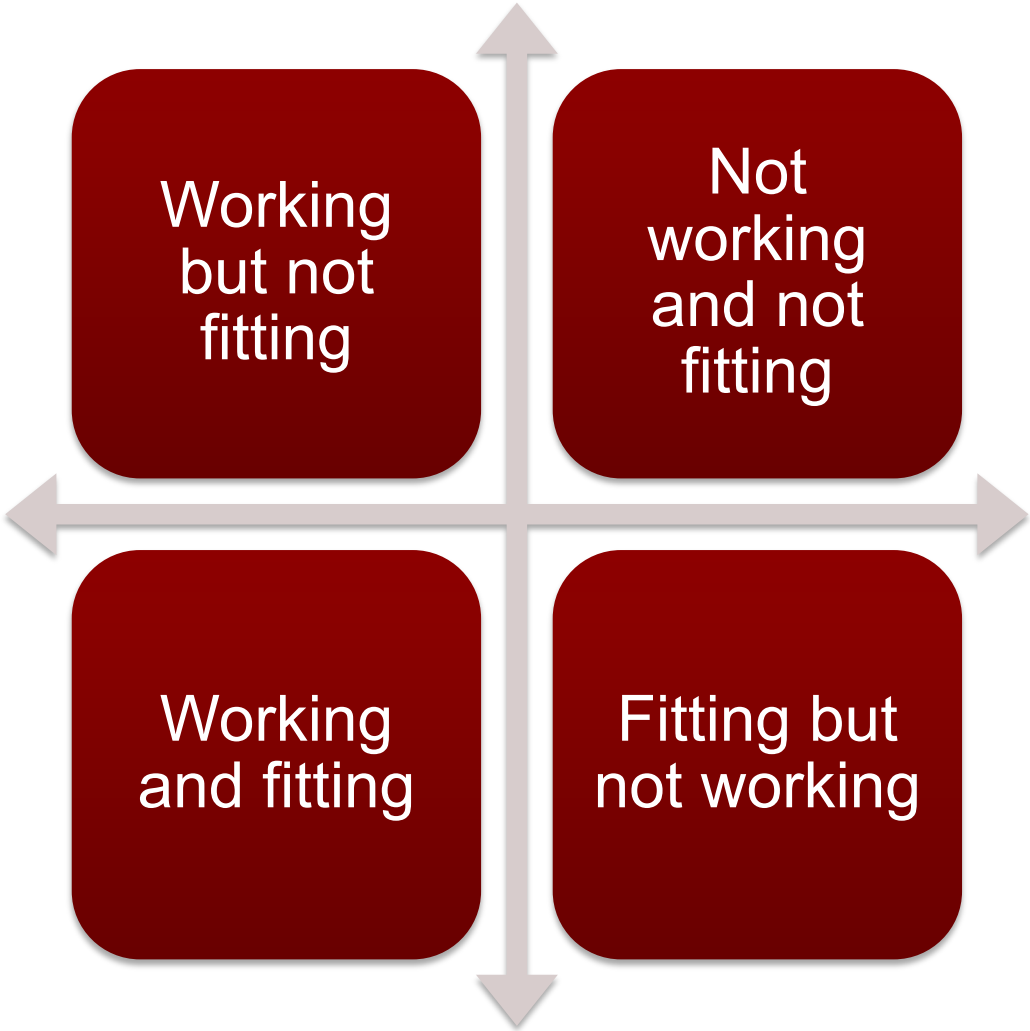
APA Ethical Principles

- Principle E: Respect for People's Rights and Dignity
 - Psychologists **respect the dignity and worth of all people**, and the rights of individuals to privacy, confidentiality, and self-determination.

Counseling Competence V.S. Cultural Competence

****Cultural Competence > Counseling Competence**

Effective
Treatment

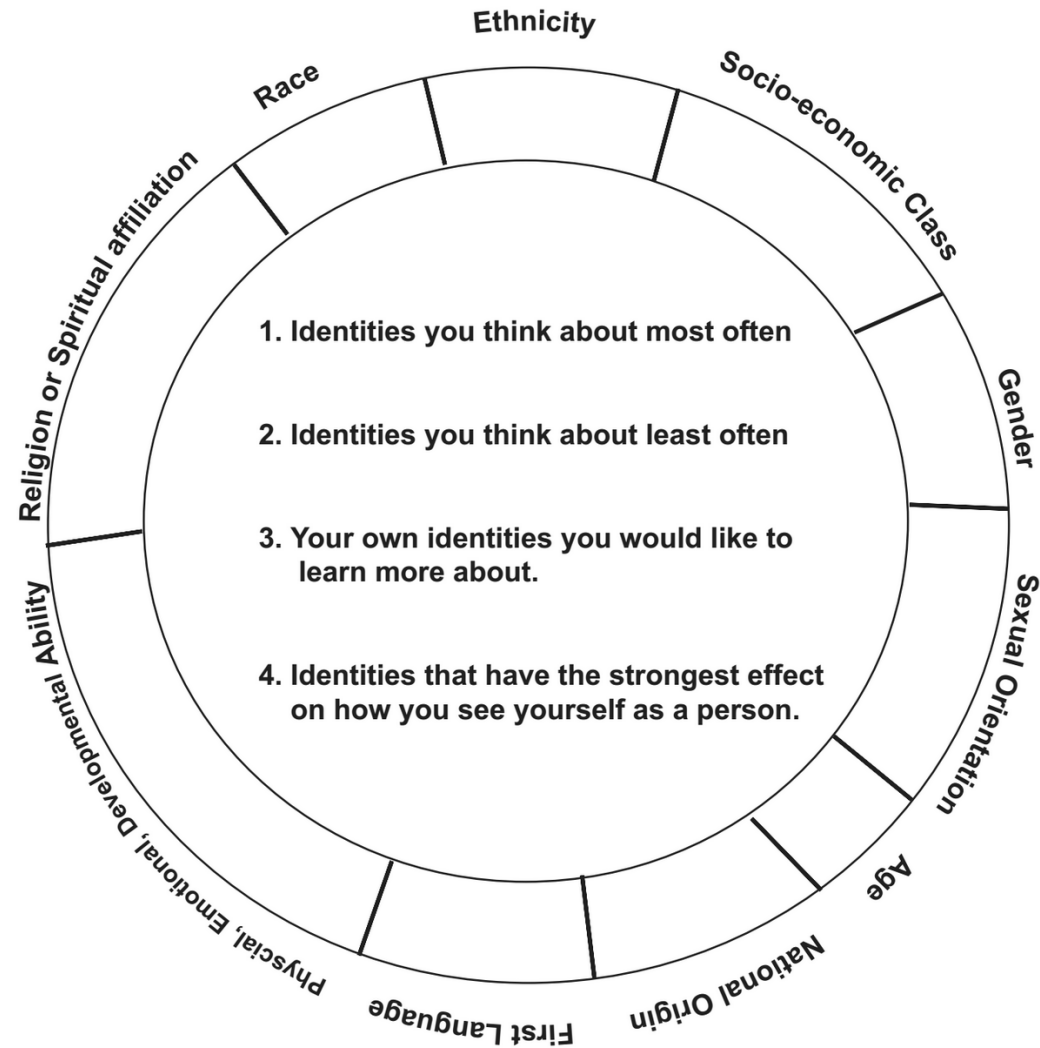


Cultural Sensitive Treatment

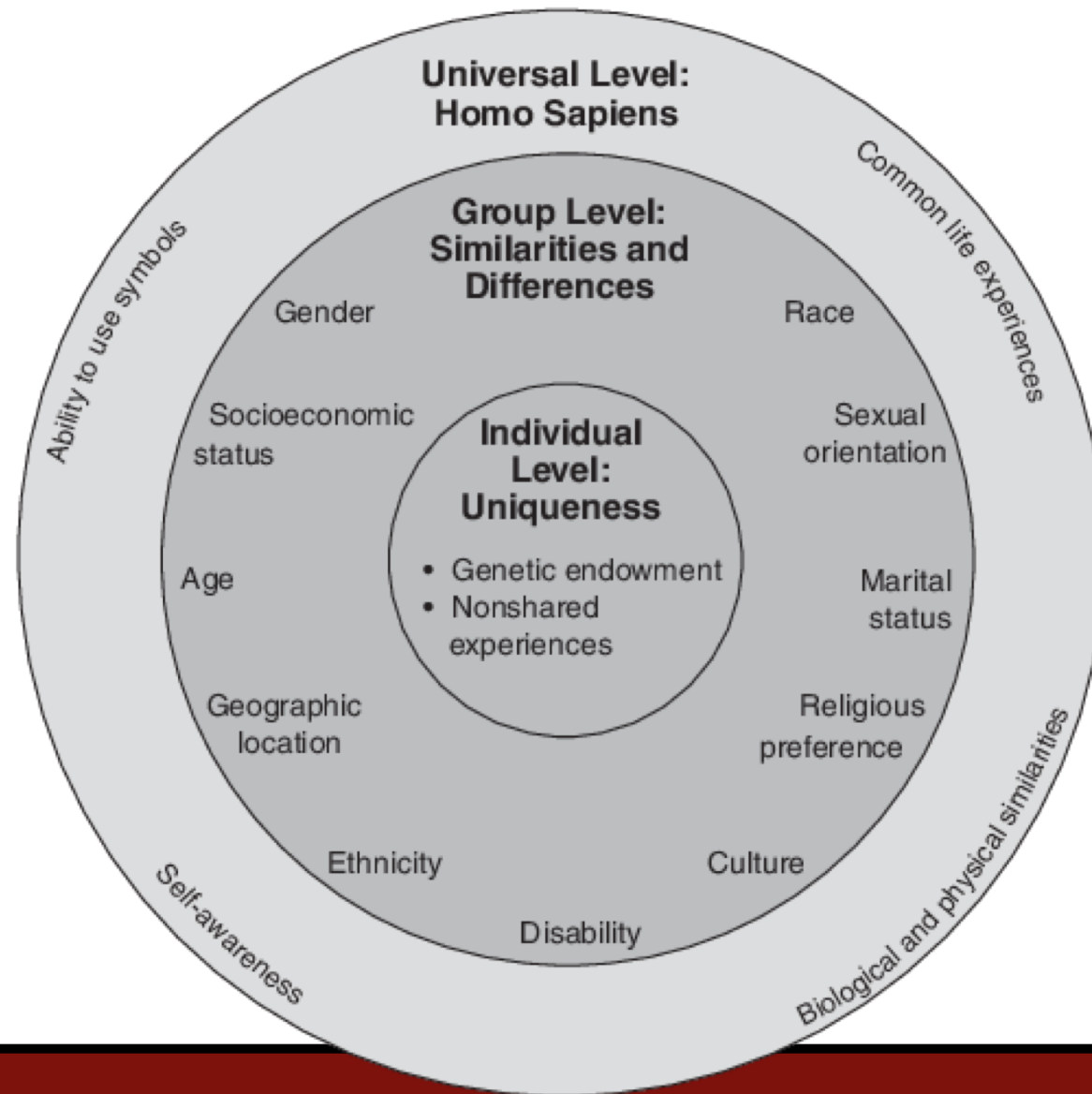
The importance of multicultural competence in psychotherapy

- A meta-analysis (Tao, Owen, Pace, & Imel, 2015) showed that...
 - Client perceived therapist MC account for **8.4% therapy outcomes**
 - Client-rated MC are **correlated** with therapy outcomes and other therapeutic variables (e.g., working alliance, empathy, genuineness, goal consensus and collaboration, and alliance–rupture repair)
- APA Recognition of Psychotherapy Effectiveness (APA, 2013, p.104)
 - *“The acquisition of multicultural competence and the adaptation of psychotherapy, whether in content, language, or approach, can **improve** client engagement and retention in treatment and can **enhance** development of the therapeutic alliance (Griner & Smith, 2006; Horrell, 2008; Huey & Polo, 2008, 2010; Miranda et al., 2005; Miranda et al., 2006; Vasquez, 2007; Whaley & Davis, 2007)”*

Social Identity Wheel (Adapted from Arizona State University)



Tripartite development of personal identity (Sue, 2001)



Common reactions to perceived differences

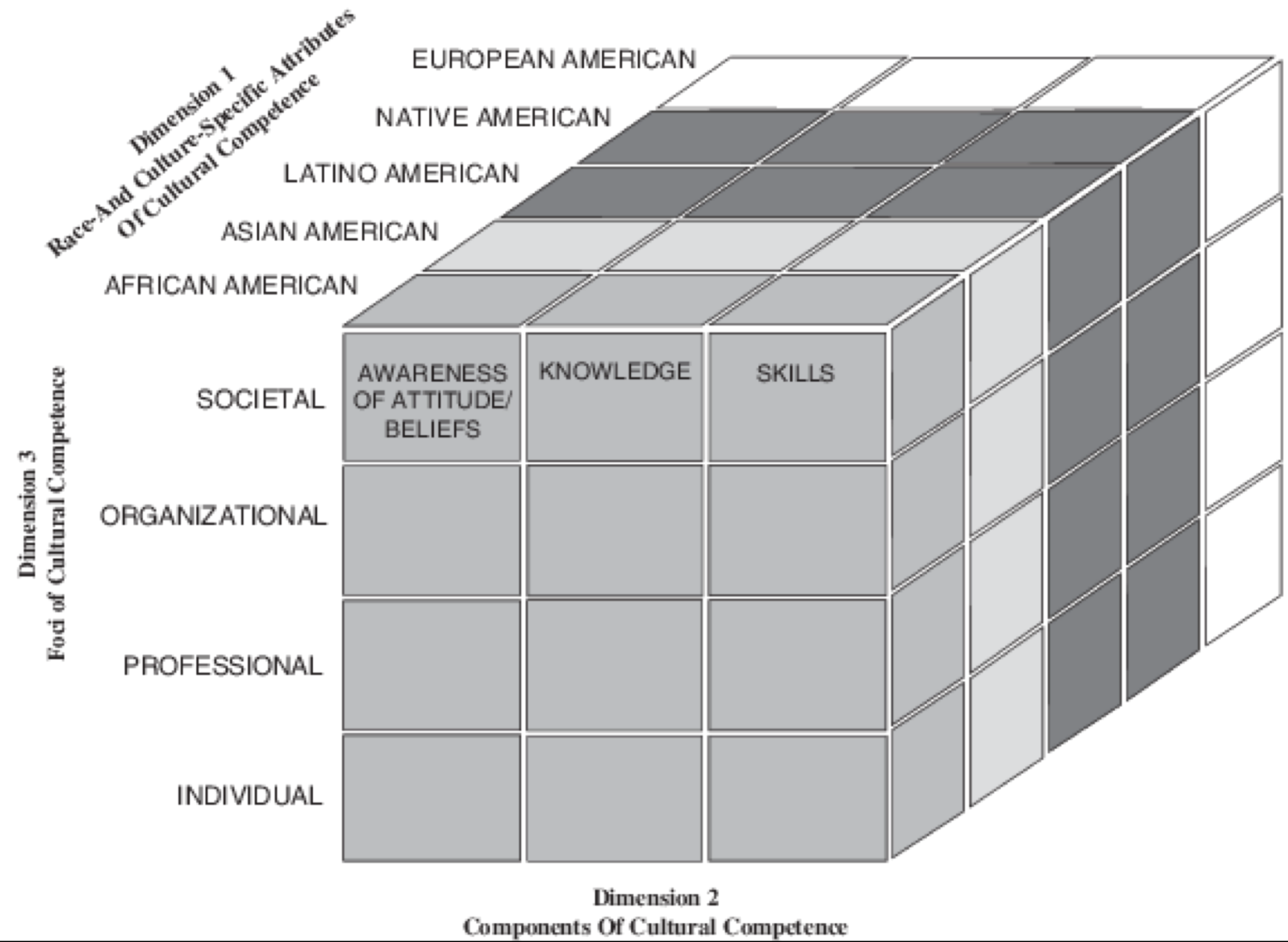
- Jean Piaget's perspective
 - Assimilation (overgeneralizing, heuristics)
 - Accommodation (be aware, learn, and change)
- Bio-cognitive processing
 - Heuristics, selective attention
 - Categorization
 - Levels of consciousness
 - Cognitive biases and errors
 - Cultural influences
- Contributing to microaggressions

What is multicultural counseling/therapy?

- Defined as both a helping role and a process that
 - 1) uses modalities and defines goals consistent with the life experiences and cultural values of clients
 - 2) recognizes client identities to include individual, group, and universal dimensions
 - 3) advocates the use of universal and culture-specific strategies and roles in the healing process
 - 4) balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client system
- A meta-analysis showed that culturally adapted therapies...
 - Interventions targeted to a specific cultural group = 4x non-specific groups
 - Interventions conducted in clients' native language = 2x interventions in English

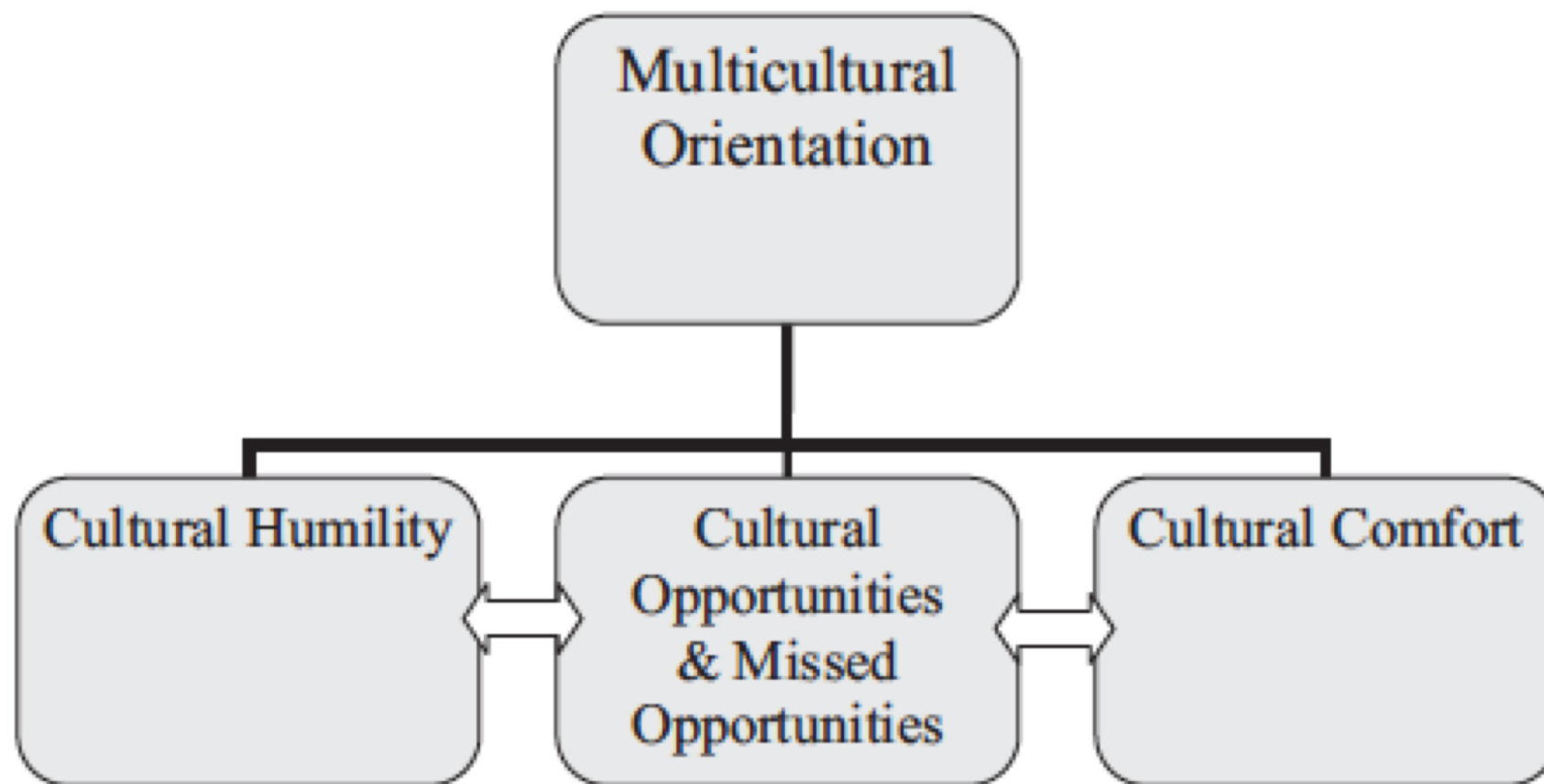
(Griner & Smith, 2006; Sue & Torino, 2005)

Addressing microaggressions: Multicultural Counseling Competence (Way of doing)



(Sue, 1992)

Addressing microaggressions: Multicultural Counseling Orientation (Way of being)



(Owen, 2013)

A Call for Multicultural Counseling Training and Diversity Initiatives



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Personal experience: Addressing microaggressions in the therapy room

A counseling experience at university clinic

<https://morgridge.du.edu/7864-2/>



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Personal experience: Addressing cultural differences in the classroom



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Personal experience:
Going beyond the therapy room and appreciating international identities

CPSO-International: The Three-Professors Series



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Personal experience:
Going beyond the therapy room and appreciating diversities and uniqueness

Experience of working as a group facilitator and research coordinator of the
Diversity Initiative – Community Conversations

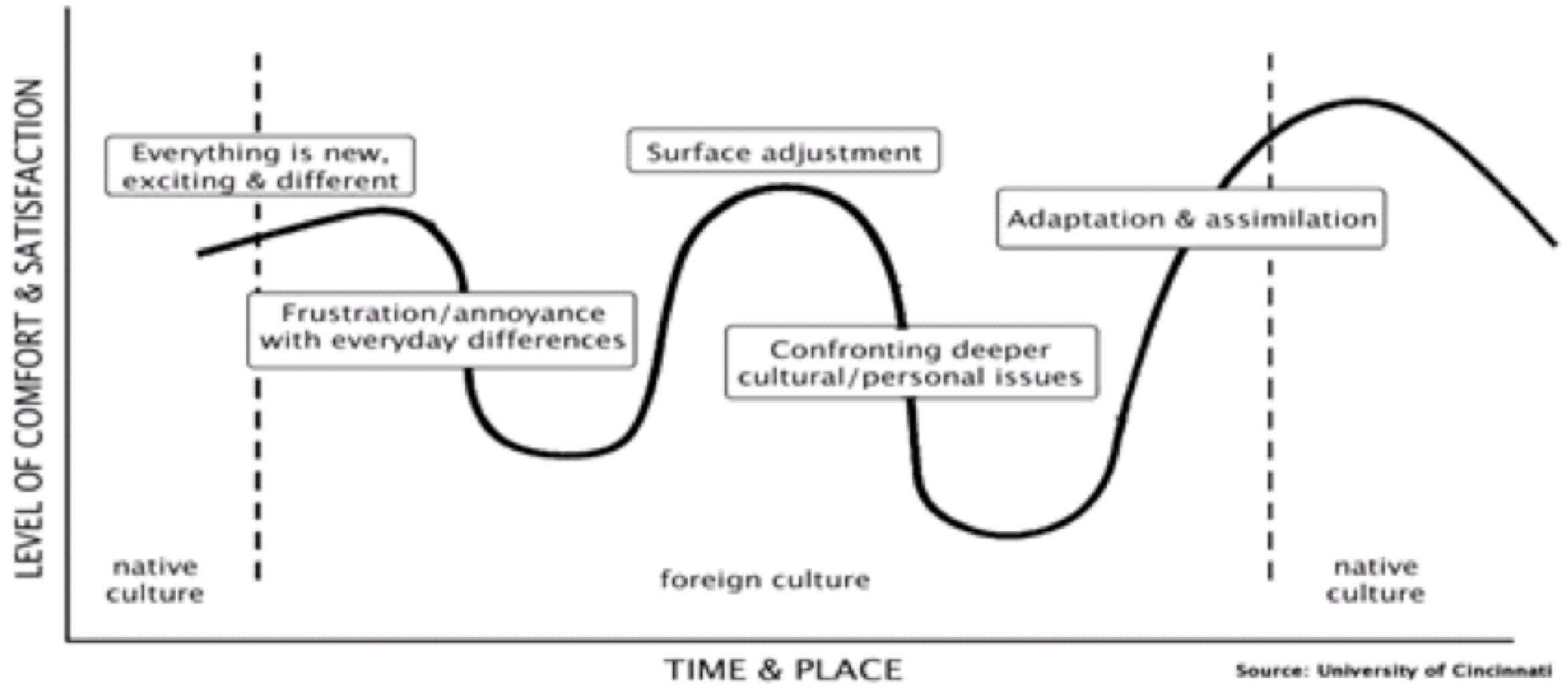


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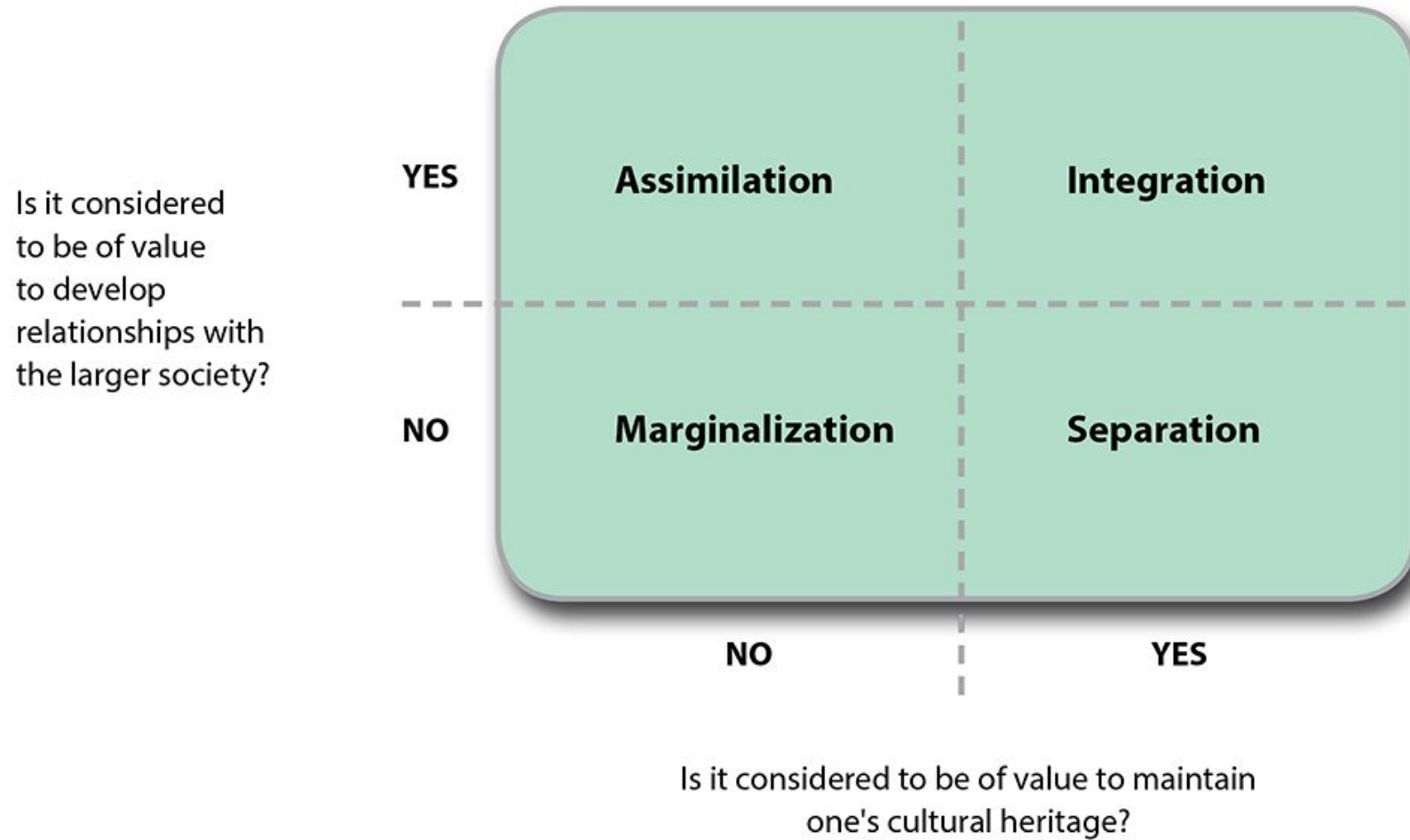
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CULTURAL ADJUSTMENT CURVE



Berry's (1997) Acculturation Model



Part II

Social Justice Counseling Competencies



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Let's talk about privilege

- Privilege refers to the systematic and unearned benefits select groups of persons in society are bestowed based on specific variables (Crethar, Rivera, & Nash, 2008)
- Any examples?

What do you see in the pictures?



Interpretation...

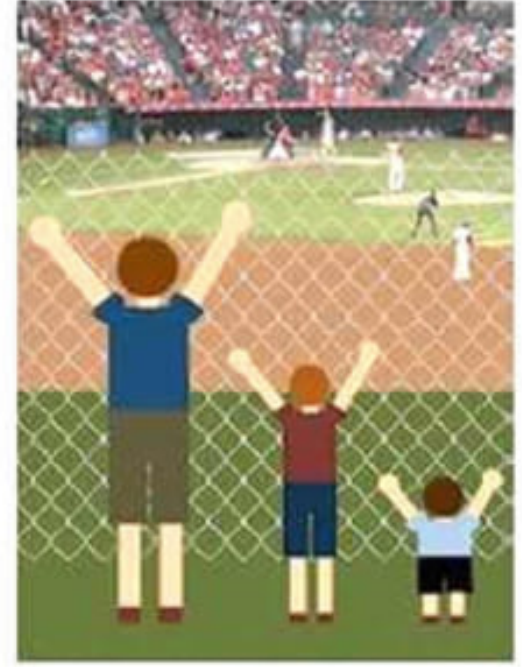
EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

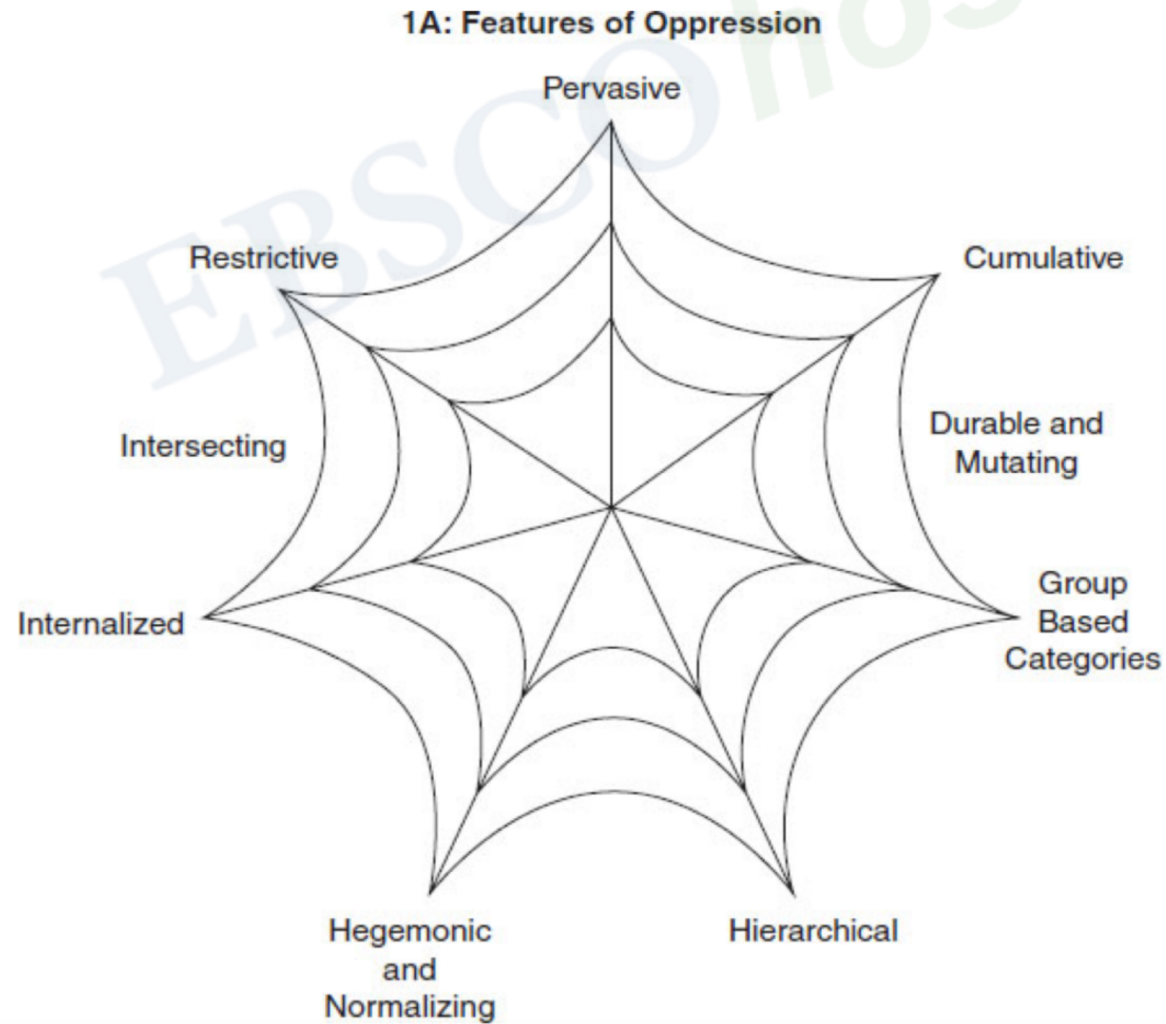


In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Forget the utopia...

- Oppression exists in the form of racism, sexism, heterosexism, classism, ageism, ableism, and religious oppression, among others (Adams, Bell, & Griffin, 2007), and it manifests on an individual and systems-wide scale (Adams et al., 2007; Hardiman & Jackson, 1982).
- At the individual level, oppression can be based on dehumanizing interpersonal interactions with others that occur over time (MacLeod, 2013; Turner & Pope, 2009).

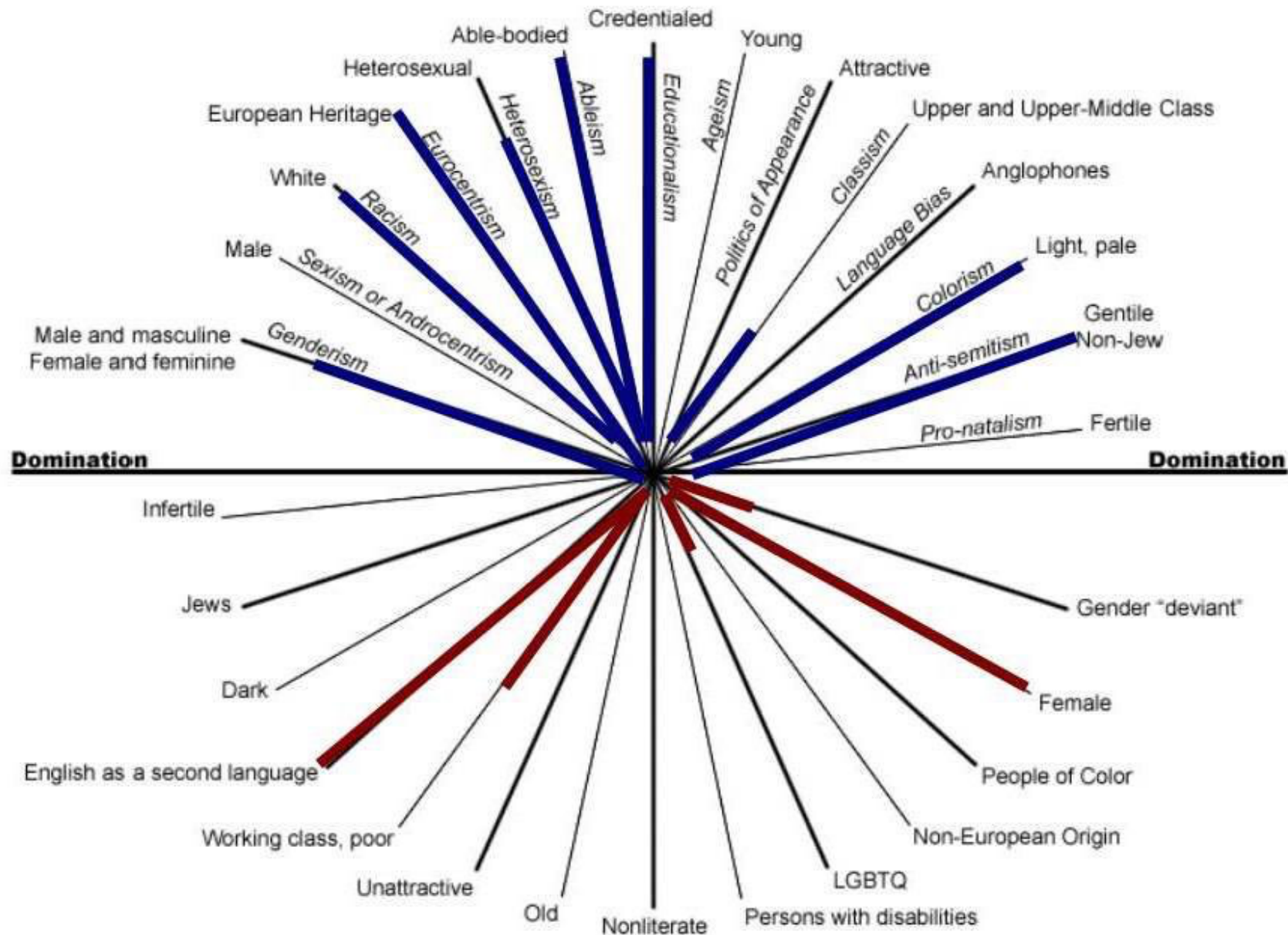
More about oppression



(Bell & Adams, 2016, p.21*)

Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality,"
The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1996.



Locus of client problems: External factors

- As Prilleltensky (1999) wrote,

“Psychological problems do not exist on their own, nor do they come out of thin air; **they are connected to** people’s social support, employment status, housing conditions, history of discrimination, and overall personal and political power. [Therefore,] promoting complete health means promoting social justice for there cannot be health in the absence of justice.” (p. 99)

Defining Social Justice

- Social justice is the process and goal...
“full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.” (Bell, 1997, p. 3)
- Social justice as... (Crethar, Rivera, & Nash, 2008)
Equity, Access, Participation, and Harmony

Relevant APA ethical principle

- Principle D: Justice
 - Psychologists recognize that fairness and justice entitle **all persons** to access to and benefit from the contributions of psychology and to **equal quality** in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or **condone unjust practices**.

Advocacy as a means to social justice

- Lewis, Lewis, Daniels, and D'Andrea (1998) identified two clear goals of advocacy:
 - (a) to increase a client's sense of personal power and
 - (b) to foster environmental changes that reflect greater responsiveness to a client's personal needs.

ACA Advocacy Competency Cube

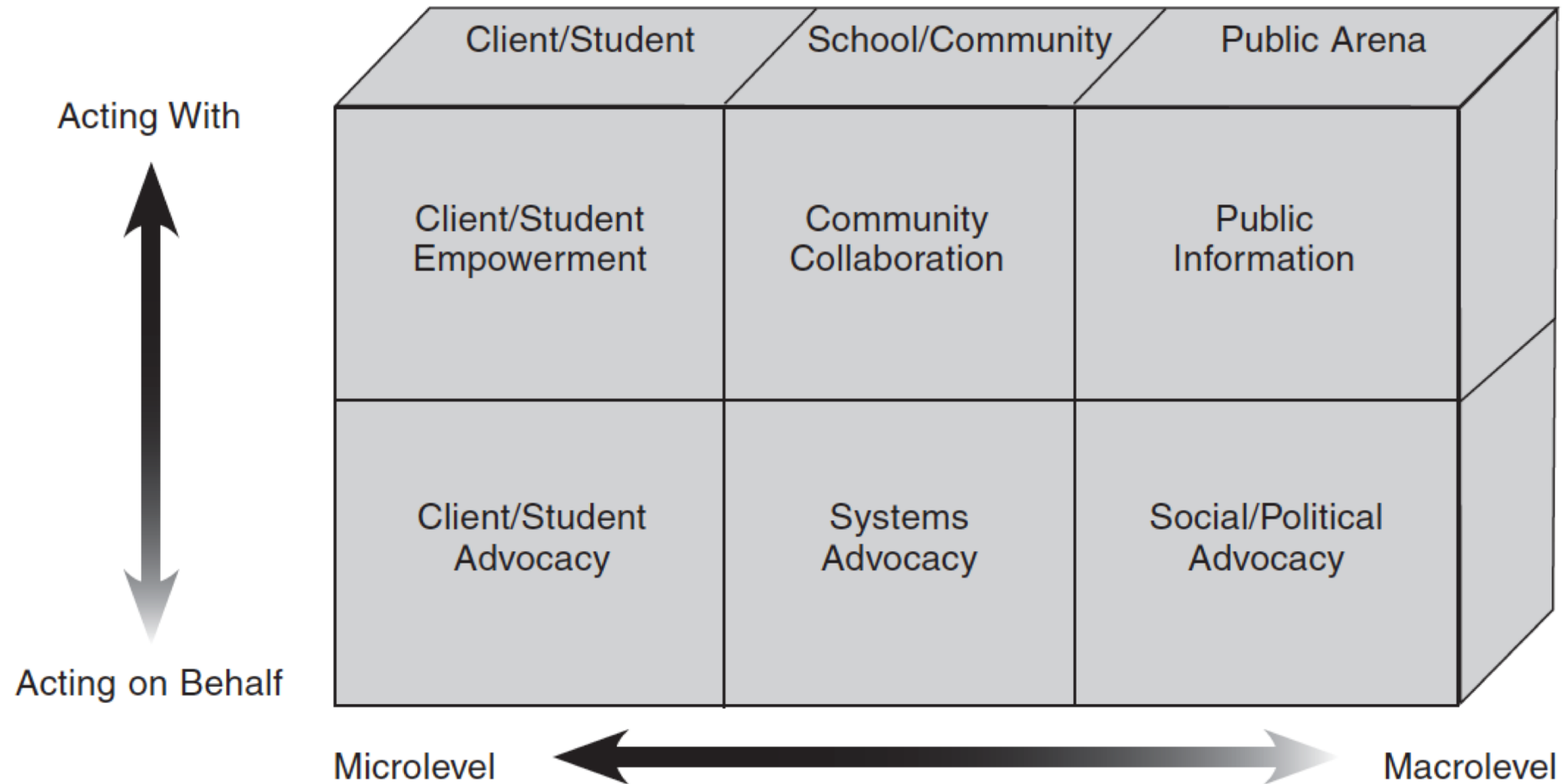


FIGURE A1

ACA Advocacy Competency Domains

Research Contributions in Social Justice

- E.g., Participatory Action Research (PAR)



<https://www.youtube.com/watch?v=6D492AP9JP4>

Journey to becoming a social justice advocate: Martin Luther King Jr.



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A case study: Social Justice Intervention

The Education Justice Project Climate Initiative:
A Site of Social Justice Practice



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Some examples in Hong Kong

Advocacy as a means to promote social justice: Being a multicultural consultant

Leadership as a means to promote social justice:
Building the profession and empowering international professionals

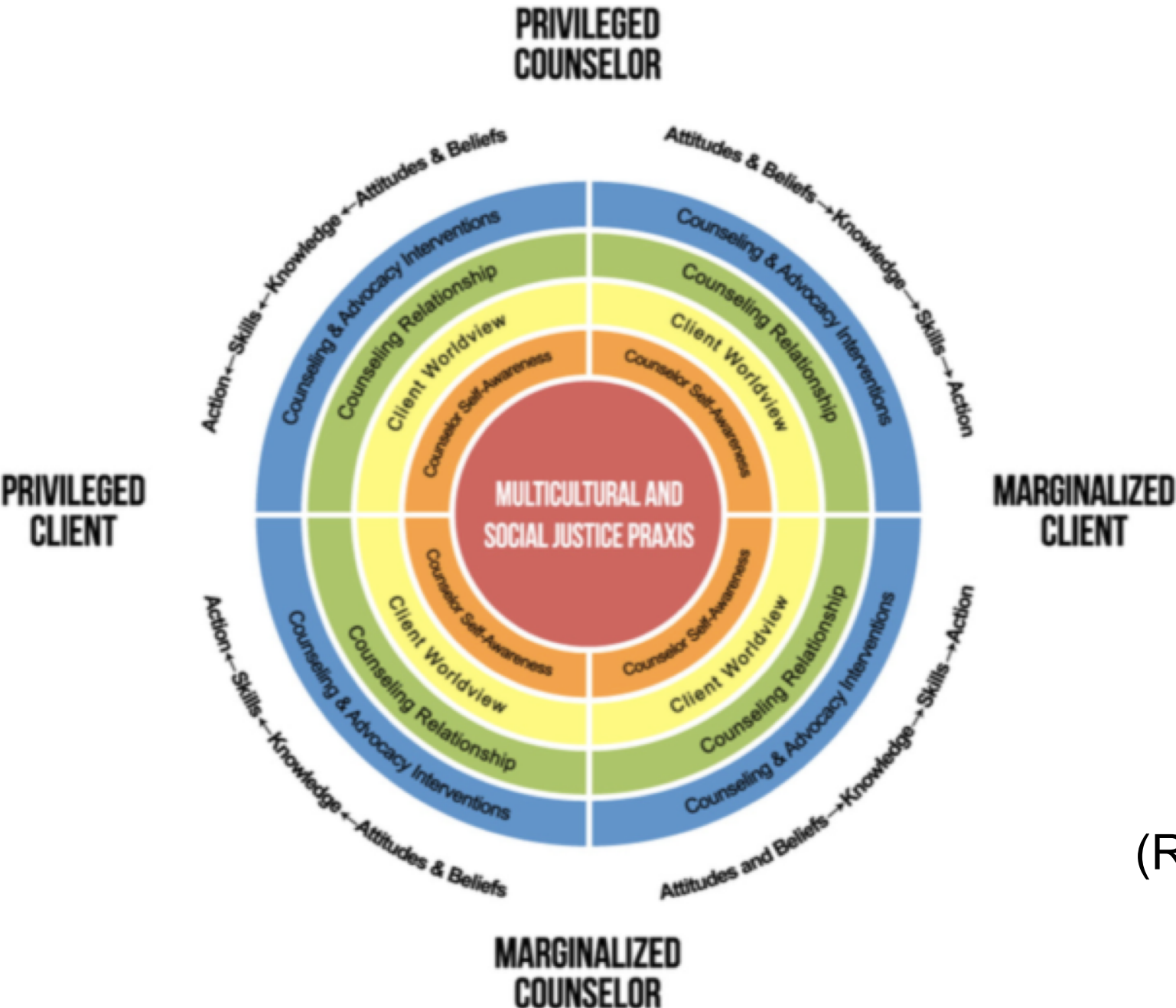


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Awareness and critical consciousness

- Ratts (2009)
 - *“Helping clients recognize the presence of oppressive factors is important because it prevents them from blaming themselves for their plight. This belief has its roots in Paulo Friere’s (1993) work with the poor and working class in Brazil. Friere believed that if the oppressed are made aware of the social, political, and economic conditions that affect their lives, they would then be enabled them to take action and advocate for themselves. He referred to this process as conscientizacao, or critical consciousness.”* (p. 163-164)

Merging together: Multicultural and Social Justice Counseling Competencies



(Ratts et al., 2015)

In Summary,
Counseling Psychology Core Competencies



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THANK YOU!

- **Jonah Li, M.A.**
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Recommended reading list:

- Bell, L. A., & Adams, M. (2016). Theoretical foundations for social justice education. *In Teaching for diversity and social justice (pp. 21-44). Routledge. Chicago.*
- Flores, M. P., De La Rue, L., Neville, H. A., Santiago, S., Ben Rakemayahu, K., Garite, R., ... & Lee, E. S. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist, 42*(7), 998-1020.
- Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The counseling psychologist, 32*(6), 793-836.
- Ratts, M. J. (2009). Social justice counseling: Toward the development of a fifth force among counseling paradigms. *The Journal of Humanistic Counseling, Education and Development, 48*(2), 160-172.
- Roysircar, G. (2009). The big picture of advocacy: Counselor, heal society and thyself. *Journal of Counseling & Development, 87*(3), 288-294.