Moving from Multicultural Counseling Competency to Cultural Humility

A Unifying Approach in Education and Supervision

By

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Introductions

- Who am I
- Diversity Wheel Intro
- Why did you choose this discussion?
Objectives

At the end of this presentation, participants will be able:

- Identify challenges to teaching multicultural counseling competencies as societal norms and values continue to expand
- Discuss the benefits of shifting from multicultural competence to multicultural humility using the intersectionality framework in supervision.
Why do we teach multiculturalism? What do we want CITs to get out of the course?
CACREP Standards

✧ Specific expectations for students related to diversity knowledge/skill acquisition expectations include:

✧ (a) "Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients. (Sect. II: Addiction Counseling subsection, Std.F3.)

✧ (b) "... understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client." (Sect. III, Clinical Mental Health Counseling Subsection, Std. E.2.)

✧ (c) "Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues. (Sect. II: Career Counseling subsection, Std. F2)

✧ (d) "Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (Section III: Mental Health Counseling subsection, Std. D5)

✧ (e) "Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (Sect. III, School Counseling subsection, Std. D3)

✧ (f) At the doctoral level, "...learning experiences...are required in...pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning". (Doctoral Standards, Sect. II, Std, C4)

✧ (Council for Accreditation of Counseling & Related Educational Programs, 2016)
ACA Code of Ethics-Multiculturalism

- ACA Preamble
- 2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
- Section B: Confidentiality and Privacy
- B.1.a. Multicultural/Diversity Considerations Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared
- Section C Professional Responsibility
- C.5. Nondiscrimination Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.
MULTICULTURAL AND SOCIAL JUSTICE COUNSELOR COMPETENCIES

Counselor Competencies

- ACA endorses a multi-layer model to achieve multicultural and social justice competence:
  - Counselor self-awareness
  - Comprehension of client worldview
  - Counseling relationship
  - Counseling and advocacy interventions

- Within the first domains a counselor’s attitudes and beliefs, knowledge, skills, and action are addressed.
- To provide a multilevel framework for social justice and advocacy the socioecological model is used within the fourth domain. Levels of intervention include intrapersonal, interpersonal, institutional, community, public policy, and global affairs.
Current teaching models

- Sue’s Model of Cultural Diversity Training (Whitman & Bidell, 2014)
- Acculturation Model (Ametrano, 2014; Sells and Hagedorn, 2016)
  - Positional statement: Students enter program with a personal set of values and beliefs, the program then introduces them to a set professional values and behaviors that must be integrated into their identities. This is process may lead to stress and inner conflict, program should help w/transition by being empathetic and offering supports (including a mentor).
Challenges with teaching multiculturalism

- Acculturation stress experienced by students as they attempt to adapt to profession’s culture and values
- Difficult to integrate across curriculum
- Teaching ethical decision making & determining effectiveness
- Interpersonal group dynamics
- Variation in teaching methods
- Counselor educator’s skill level and identity development
- Psychological risk attached to self-disclosures
- Challenges the power dynamics of the educator/student and/or supervisor/supervisee role
- Complexity of privilege and oppression intersection
- Educators worry about connection, evaluations, and repercussions when teaching about privilege
More Challenges

- Competing values within the profession, educator, and student
- Development of us vs them mentality
- Gaps in research regarding students affective responses to training on privilege and oppression, what is known reflects that white students may respond to discussions on white privilege with disconnection, increases feelings of guilt, shame, resistance and defensiveness and other emotional related responses for privileged and oppressed students
- Acknowledging current institutional and systematic oppressive practices may impact students’ self esteem and create anxiety
- Students with histories of oppression and/or marginalized group membership take greater risk in sharing
- Other gaps in focuses on one group or set of identities, overlooks the complexity of experiences of privilege and oppression within an individual
What does research recommend?

- Collaboration between educator and student, supervisor and supervisee
- Transformative experience as one grows in awareness of their cultural identity
- Understanding that this is a lifelong process, requiring continuous evaluation of attitudes, beliefs, knowledge and skill
- Requires empathy and compassion for self, others, and society
- Self-regulated
- Recognition of the complexity of identities
- Accountability and responsibility over blame and exclusion
- Active and Creative
- Focuses on personal and professional development
- Interpersonal contact with diverse groups
- Understanding that neither perspective is necessarily wrong
- Educator/supervisor keeps journal of their reflections
More recommendations

- Counselor educators take a leadership role and model professional values of self-exploration and social justice advocacy by examining and addressing their own biases and prejudice.” p. 165
- Counselor educators would next provide informed consent to potential applicants approach.
- Counselor educators begin to infuse multicultural counseling competencies into all program curriculum.
- Offer professional and ethic opportunities for self-exploration among students.
- Encourage students to question their beliefs when conflicts arise between personal and professional values*
- Provide students with an ethical decision-making model to help them understand how they can be true to personal values while engaging in multicultural counseling practices in their professional lives.
- Empathy building activities can be used to provide interpersonal contact which is known to help decrease prejudice.
- Be prepared for the grief and sense of loss students may experience as their views shift.
- Model empathy as students w/conservative values struggle with this process.
## What's the difference?

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<tr>
<th>Competence</th>
<th>Humility</th>
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<tr>
<td>◊ Focus on attaining knowledge</td>
<td>◊ Lifelong learning through self-reflection and lived experiences</td>
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<tr>
<td>◊ Developing skill</td>
<td>◊ Recognizing power-imbalances</td>
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<td>◊ Emphasis on Research &amp; cultural group</td>
<td>◊ Co-learners</td>
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<td>◊ Counselor perceived as expert</td>
<td>◊ Knows the research, emphasizes the individual</td>
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Chan's Questions for consideration

◊ How is the humanistic, strength-based approach reflected in current models of multicultural teaching?

◊ “Frequently in counseling training programs, educators include multiple identities when conceptualizing clients, but they often position social and cultural identities in a mutually exclusive manner or fail to highlight their intersections” (p. 64). Despite awareness of the complexity of humans, how often is our approach to raise awareness one dimensional?

◊ Chan’s reflection prompts:
  ◊ Think about one identity that is most prominent to you. How has another identity influenced your experiences?
  ◊ Expanding on the connection between two identities how has this connection changed over time in your family? Community? Growing up?
  ◊ What are the histories associated with your identities? How have these histories influenced how you are seen within society?
Circle of Multicultural

Activity and discussion
My new perspective

- Moving from problem-solving or changing students
- Focusing on developing self-awareness, empathy, self-compassion, accountability and skill
- Creating safe spaces in classrooms and supervisions for students to explore conflicting viewpoints
- Learning to hold space for client's whose perceptions and worldview different from the counselor's personal beliefs/value system.
Discussion Questions

- What do we want CITs to understand by the end of a multicultural course?
- What skills do we need to teach?
- What barriers do we face in teaching multiculturalism in a society where identity is constantly evolving?
- What strategies work?
- Challenges to implementing those barriers?
References


References


