

REFERENCES

- Arredondo, P., & Glauner, T. (1992). *Personal Dimensions of Identity Model*. Boston, MA: Empowerment Workshops.
- Helms, J. (1990). *White identity development*. New York: Greenwood Press.
- Packer, A. H., & Johnston, W. B. (1987). *Workforce 2000: Work and Workers for the 21st Century*. Indiana: Hudson Institute.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development, 70*, 477-483.

APPENDIX A

Strategies to Achieve the Competencies and Objectives (I)

- Read materials regarding identity development. For example, a European-American counselor may read materials on White or Majority Identity Development or an African American may read materials on Black Identity Development to gain an understanding of their own development. Additionally, reading about others' identity development processes is essential. The following are some resources specifically for European-American or White counselors:

- Carter, R.T. (1990). The relationship between racism and racial identity among White Americans: An exploratory investigation. *Journal of Counseling & Development, 69*, 46-50.
- Corvin, S., & Wiggins, F. (1989). An anti-racism training model for White professionals. *Journal of Multicultural Counseling and Development, 17*, 105-114.
- Helms, J. (1990). *White identity development*. New York: Greenwood Press.
- Pedersen, P. B. (1988). *A handbook for development of multicultural awareness*. Alexandria, VA: American Association for Counseling and Development.
- Pope-Davis, D. B., & Ottavi, T. M. (1992). The influence of White racial identity attitudes on racism among faculty members: A preliminary examination. *Journal of College Student Development, 33*, 389-394.
- Sabnani, H. B., Ponterotto, J. G., & Borodovsky, L. G. (1991). White racial identity development and cross-cultural training. *The Counseling Psychologist, 19*, 76-102.
- Wrenn, C. G. (1962). The culturally encapsulated counselor. *Harvard Educational Review, 32*, 444-449.

Other Professional Activities

- Attend annual conferences and workshops such as:
Annual Conference on Race and Ethnicity in Higher Education sponsored by the Center for Southwest Studies Oklahoma (1995, Santa Fe)

Third World Counselor's Association Annual Conference (Palm Springs, 1995)
AMCD Annual Western Summit

- Engage a mentor from your own culture who you identify as someone who has been working toward becoming cross-culturally competent and who has made significant strides in ways you have not.
- Engage a mentor or two from cultures different from your own who are willing to provide honest feedback regarding your behavior, attitudes, and beliefs. Be willing to listen and work toward change!
- Film: *The Color of Fear* by Lee Mun Wah
- Film: *A Class Divided* produced by PBS for "Frontline"
- Film: "True Colors" — "20/20" Special
- Video: *The Trial Model* by Paul Pederson

APPENDIX B

Strategies to Achieve the Competencies and Objectives (II)

- The following reading list may be helpful for counselors to broaden their understanding of different worldviews (some of these materials would also be helpful in developing culturally appropriate intervention strategies):

Atkinson, D., Morten, G., & Sue, D. W. (1989). *Counseling American minorities: A cross-cultural perspective*. Dubuque, IA: Brown.

Collins, P. (1990). *Black feminist thought: Knowledge, consciousness and the politics of empowerment*. Boston, MA: Unwin Hyman.

Sue, D. W., & Sue, D. (1990). *Counseling the culturally different: Theory and practice* (2nd ed.). New York: Wiley.

- Attend annual conferences and workshops such as:
Annual Conference on Race and Ethnicity in Higher Education sponsored by the Center for Southwest Studies Oklahoma (1995, Santa Fe)
Third World Counselor's Association Annual Conference (Palm Springs, 1995)
AMCD Annual Western Summit
- Enroll in ethnic studies courses at local community colleges or universities that focus on cultures different from your own (if none are offered, communicate to that school your expectation that they will offer them in the future).

- Spend time in communities different from your own (e.g., shopping in grocery stores, attending churches, walking in marches).
- Read newspapers and other periodicals targeting specific populations different from your own (i.e., Spanish language newspapers, *Buffalo Soldier*, *Lakota Times*).
- Engage in activities and celebrations within communities different from your own (e.g., Juneteenth, Tet, Cinco de Mayo).
- Engage a mentor or two from cultures different from your own who are also working toward cross-cultural competency (be sure to discuss with them your contribution to the relationship).
- Accept that it is your responsibility to learn about other cultures and implications in counseling and do not expect or rely on individuals from those cultures to teach you.
- Learn a second or third language relevant to clients to begin to understand the significance of that language in the transmission of culture.
- Seek out and engage in consultation from professionals from cultures relevant to your client population.
- Spend time in civil service offices observing service orientation toward individuals of color (Chicano/Latino, African American, Asian American, Native American) and contrast that with service orientation toward White individuals. Also observe any differences in service orientation that may be based on class issues (e.g., someone alone and well dressed versus a woman with children wearing older clothing, somewhat disheveled).
- Film: *The Color of Fear* by Lee Mun Wah
- Film: *El Norte*
- Film: *Stand and Deliver*
- Film: *Roots*
- Film: *Lakota Woman*
- Film: *Daughters of the Dust*

APPENDIX C

Strategies to Achieve the Competencies and Objectives (III)

- The following reading list may be helpful for building a foundation to develop and apply culturally appropriate interventions:

Atkinson, D., Morten, G., & Sue, D. W. (1989). *Counseling American minorities: A cross-cultural perspective*. Dubuque, IA: Brown.

Ibrahim, F. A., & Arredondo, P. M. (1990). Ethical issues in multicultural counseling. In B. Herlihy & L. Golden (Eds.), *Ethical standards casebook* (pp.

137-145). Alexandria, VA: American Association for Counseling and Development.

Katz, J. (1978). *White awareness: Handbook for anti-racism training*. Norman, OK: Oklahoma.

LaFromboise, T. D., & Foster, S. L. (1990). Cross-cultural training: Scientist-practitioner model and methods. *The Counseling Psychologist, 20*, 472-489.

LaFromboise, T. D., & Foster, S. L. (1989). Ethics in multicultural counseling. In P. B. Pedersen, W. J. Lonner, & J. E. Trimble (Eds.), *Counseling across cultures* (3rd ed., pp. 115-136). Honolulu, HI: University of Hawaii Press.

- Meet with leaders and heads of organizations that specifically focus on providing service to individuals of certain cultural groups (for example in San Jose, CA, AACI-Asian Americans for Community Involvement) to discuss how you may work cooperatively together and what support you may provide the organization.
- Conduct informal research of your clientele, your organizations' clientele, to determine if there are patterns of use or non use along cultural and/or racial lines.

APPENDIX D

Overall Strategies for Achieving Competencies and Objectives in all Three Areas

- Assess self in terms of cross-cultural counseling competencies either by reviewing the competencies and giving examples in each area and/or using any of the following resources regarding assessment instruments:

Ho, M. K. (1992). *Minority children and adolescents in therapy*. Newbury Park: Sage (see Appendix)

LaFromboise, T. D., Coleman, H. L. K., & Hernandez, A. (1991). Development and factor structure of the Cross Cultural Counseling Inventory-Revised. *Professional Psychology: Research and Practice, 22*, 380-388.

Ponterotto, J. G., Rieger, B. P., Barrett, A., & Sparks, R. (1994). Assessing multicultural counseling competence: A review of instrumentation. *Journal of Counseling & Development, 72*, 316-322.

- Learn a second or third language relevant to clients.
- Communicate to conference organizers and workshop providers that you will attend only if the activity addresses cross-cultural aspects of the topic.
- Actively communicate in your organization the need for training in cross-cultural training relevant to that organization.

- Speak up in your organization when you observe that clients, students or others are being treated unfairly based on such characteristics as race, ethnicity, or physical ableness.
- Become a member of AMCD, Division 45/APA, or state and local organizations that provide cross-cultural exchanges.