Vignettes of Culturally Different Counseling: Working with Clients Different Than You

A Video Workbook
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A Video Work Book

designed to assist those in the helping profession
become culturally skilled individuals
Acknowledgments

Special thanks to Maria Arcila, Kathleen Kikendall, Jay Heying, Maria Papusa Molina, and Daniel Somberg who agreed to participate in this video, as well as the Instructional Media Production Facility, College of Education at the University of Iowa.

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*Permission is granted to make copies of all or parts of this video workbook provided appropriate credit is given.*
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Overview

This is the second in a series of multicultural counseling training videos. Our first video, Multicultural Counseling: *Issues of Ethnic Diversity*, addressed some of the ethnic and racial issues found in counseling interactions. This video, *Vignettes of Culturally Different Counseling: Working with Clients Different Than You*, broadens the definition of multicultural counseling by addressing such issues as gender identity, religious identity, language and culture, and disabilities in the counseling interaction.

In order to be ethical and competent therapists, all counselors must have training experiences which enhance and/or develop their multicultural awareness, knowledge, skills and relationship. Being multiculturally competent means counseling effectively across all human differences, for the purpose of this multicultural training video we have intentionally addressed some of these human differences.

Unfortunately the tools and techniques available to train multiculturally sensitive counselors have lagged behind the interest in the area. In response to this need, this second multicultural training video was developed. The purpose of this video is to create a stimulus for counselors to increase their understanding of multicultural issues in counseling.

This video is unique in two important ways. First, all of the counselor and client dyads in the video represent different multicultural combinations in the types of cultural differences represented as well as how they are able to communicate across those differences. Secondly, the viewer is able to hear some of the self-talk of both the counselor and client in order to heighten awareness of the internal process that occurs in and affects all counseling interactions. Based on the Triad Model by Pedersen (1988), this notion of self-talk is vital to our comprehension of our own work as counselors and the feelings, thoughts, and assumptions that influence it. In addition, understanding clients' self-talk is central to making effective and appropriate multicultural interventions.
This multicultural video has been created as a training tool that can be used at any level of counselor training. Often, within counseling and psychology, there is the assumption that only advanced counselors can learn multicultural counseling skills. The multicultural skills, knowledge, awareness, and relationships highlighted in this video as well as other multicultural training tools should be utilized at the beginning of counselor training to increase counselors’ receptivity to and integration of multicultural issues into their counseling repertoire. Without such an emphasis, multicultural counseling is often seen as a specialty area rather than a basic competency for all counselors.

In order to heighten your awareness as well as increase your understanding of the assumptions of this video, we offer several definitions in the area of multicultural counseling that we believe are important:

**Acculturation:** A process of cultural change and adjustment that a person experiences when ongoing contact is made with a different culture. It usually does not include integration on an equal level (Keefe & Padilla, 1987).

**Assimilation:** The complete integration of an individual at social, economic, and political levels in society with equal power in each of these areas (Keefe & Padilla, 1987).

**Multicultural Counseling:** A situation in which two or more persons with different ways of perceiving their social environment are brought together in a helping relationship (Pedersen, 1988).

**World View:** composed of the attitudes, values, opinions, and concepts that affect how we think, make decisions, behave, and define events (Sue & Sue, 1990).

**Cultural Intentionality - The ability to generate a maximum number of thoughts, words, and behaviors to communicate:**

(a) with self and others within a given culture.

(b) with a variety of diverse groups and individuals within and without the culture, and

(c) the ability to formulate plans, act on many possibilities existing in a culture, and to reflect on these actions (Ivey, Ivey, & Simek-Downing, 1987).
This workbook has been created as a supplement and teaching aid for the video. Each of the 4 vignettes in the video has its own section in this workbook which allows for more in-depth discussion and learning about the specific issues within each vignette. The diverse exercises suggested are meant to be used across several classes or sessions and can be adapted to meet your specific needs. In addition, a partial reference list is offered to increase your awareness and knowledge of the available multicultural counseling literature.
Vignette #1

Overview

The first vignette involves a counseling session between a Jewish-American male client and Mexican-American male counselor. This is their initial meeting and they are attempting to identify the presenting problem, as well as trying to build rapport. The client, Dan, is concerned about the reaction of his family and friends to his upcoming marriage with a woman whose religious affiliation is different than his own. As the participants view this vignette, encourage them to pay attention to the counselor/client interactions, the affective responses of the counselor/client, counselor assumptions, and opportunities within the session to appropriately gather information.

Summary of Issues - Exercise One

After the participants have watched the vignette, ask them to discuss and evaluate the role that each of the following issues played in the vignette. The following issues are significant and require some discussion in order to better understand the client and the therapy process. Have the participants divide into groups of three. Inform the participants that each group will be expected to provide a summary report of their responses to the following counseling issues to the large group. See the Handouts Section at the end of Vignette #1 for a handout of these issues for the participants.

* Religious/ethnic identity of the client and counselor
* A religious issue as a presenting problem in psychotherapy
* Affective responses of both the client and the counselor
* Communication process of the counselor and client
* Gender issues influencing the counselor and client

As each group provides a summary report, as facilitator, pay attention to how cultural and world view differences and similarities among the various groups may have influenced the participants' responses. Discuss these issues with the large group pointing out the potential impact these issues have on multicultural interactions.
Vignette Summary

Once the vignette has been initially viewed and discussed and Exercise One is completed, the following more in depth summary or conceptualization may be shared with the participants. Encourage them to discuss this summary, particularly in light of their responses to Exercise One.

Dan is experiencing confusion, guilt, frustration and anxiety because of a marriage decision. These feelings are long standing, quite strong and present a dilemma for him. He perceives himself as being in a difficult, "no win" situation. On one hand he considers his choice of marriage partner to be a good one, however, he realizes his family and friends do not support him because she is not Jewish. Since Dan seems to be resolved in his marriage decision he now wants to find out if he made the "right" decision. He values his religious heritage and respects his family's desire for their religious traditions to endure, yet he does not personally subscribe to this tradition in the same manner as they do.

In an attempt to deal with this situation, Dan has tried to be understanding toward his family concerning their lack of acceptance of his partner, while still trying to maintain his own position. He has engaged in a large amount of introspection regarding the appropriateness of his decision. He currently is questioning himself and seeks counseling to cope with his confusion and uncertainty.

In this session Dan frames the presenting problem as one which involves religious issues alone. As the counselor attempts to discuss and identify the specific types of interactions which occur between Dan and his family, Dan becomes somewhat upset. He expresses doubt, confusion and frustration about the counselor's ability to understand his religious perspective. On the other hand, the counselor frames the presenting problem as an issue of the client's struggle against familial influences in his decision making process. As Dan continues to adhere to his perception of the problem, the counselor attempts to get the client to examine the problem as his family trying to influence his decision.

The tone of the interaction appears to be fairly analytical in the sense that the client and counselor are describing various aspects of the situation from which the problem arises. There is a relatively quick entry, during the session, into the identification of the client's core or causal issue, although the counselor and client differ in their interpretation of exactly what this issue is. There seems to be a fair amount of affect expressed both verbally and non-verbally by Dan, but there is little discussion or exploration between the counselor and client surrounding his feelings or reactions.
Self-Talk Statements - Exercise Two

This exercise is meant to highlight the self-talk aspect of this training video. The following is a list of self-talk statements that both the counselor and client made during this vignette. There are several small group options for addressing the issues raised by these statements. For either option have the participants view the tape and make notes to themselves on the accompanying handouts. After some discussion time, have each small group make a brief report about the issues discussed in their group.

One option is to have each group review the video tape and stop the tape at each self-talk statement and discuss what is going on with the counselor and client. Another option involves watching the entire vignette, stopping at the end of this vignette, and having the participants refer to the accompanying handout of self-talk statements at the end of Vignette #1. While viewing the vignette for this exercise, ask participants to consider the following questions for each self-talk statement.

* What appears to motivate the self-statement?
* How does that self-statement affect the therapy process?
* Can you relate to that thought? If not, what would you be wondering if you were in this situation?

Counselor: “Hmm.” He sees this as a religious issue.”
Counselor: “He’s turning his family’s problem into his own”.
Client: “So I’m not supposed to care about what my family thinks?”
Counselor: “Let’s get off the Jewish issue for a minute.”
Counselor: “I wonder if this is a control issue in his family.”
Client: “This guy probably knows nothing about Jewish families.”
Client: “Gee, this guy’s not listening to me.”
Counselor: “He’s not understanding.” Maybe he’s not getting this idea.”
Counselor: “Maybe there are some things I’m not understanding.”
Have the participants answer the following questions:

What does the self-talk tell us about the counselor, the client, and their relationship?

Is being Jewish-American relevant to this client's problems or concerns?

Is being Mexican-American relevant to the counselor's approach to the client?

What assumptions, if any, is the counselor making about his client's religious/cultural identity?

What impact might the client's internal questioning of the counselor have on their relationship and the counseling process?

What effect does the counselor's perception of the presenting problem have on the counseling process?

What effect, if any, does the gender of the counselor/client have on their interaction?

As each group provides a summary report, as facilitator, pay attention to their own assumptions and biases about the experiences and world views of the counselor and client. Point out any commonalities and differences in the groups' perspectives and opinions and how their views might play out in the counseling relationship.

Cultural Assumptions - Exercise Three

This exercise is meant to highlight the cultural assumptions within this counseling interview. Cultural assumptions are imbedded in every aspect of the counseling process, from what questions counselors ask to what conclusions they draw from their clients' responses. Or stated in question form, what are the cultural values imbedded in the core questions asked by the counselor either as an individual or as a representative of the counseling profession and all the values that implies. The following questions can be addressed in either small groups or in the large group. After viewing this vignette, have the participants respond to these questions individually and then discuss them with either their small group or the large group. See the Handouts Section at the end of Vignette #1 for a handout of these questions.
Within the counseling profession, what are the underlying assumptions about:

* Religious problems presented in a secular psychotherapy process

* The appropriate focus of responsibility for psychological difficulties and their solutions (e.g. the client themselves vs. their cultural background, spouse or family)

* The discussion and incorporation of affect into the psychotherapy process

* Gender issues in communication and handling psychological difficulties

* Problems which arise when differences in client and counselor conceptualization of psychological difficulties or solutions occur

Based on this counselor’s self-presentation, what are his underlying assumptions about:

* Religious problems presented in a secular psychotherapy process

* The appropriate focus of responsibility for psychological difficulties and their solutions (e.g. the client themselves vs. their cultural background, spouse or family)

* The discussion and incorporation of affect into the psychotherapy process

* Gender issues in communicating and handling psychological difficulties

* Problems which arise when differences in client and counselor conceptualization of psychological difficulties and their solutions occur

Once the participants have discussed these cultural assumptions, have them discuss and analyze their own assumptions as they relate to this vignette. Encourage them to utilize this process of decoding cultural assumptions in all counseling interactions.
Demonstration of Skills - Exercise Four

Now that the participants have had the opportunity to evaluate, discuss, and process the vignette, it is now time for the participants to demonstrate what they have learned. Have the participants form counseling dyads. Ask one participant to assume the role of the client, as played in the vignette, and the other the role of the counselor. Encourage the counselors to play their role as they envision a culturally skilled counselor interacting with the client. The role-play should last for about three-five minutes.

Instruct the participants who have assumed the role of counselor and client that:

1. If they get stuck or want advice, they can turn to the group for input.

2. They can designate (tag) anyone in the group to assume their role of either counselor or client.

As facilitator, allow this activity to continue as long as the participants are engaged in this process.

After the task is completed, discuss the content and process with the entire group soliciting input regarding culturally appropriate and inappropriate assumptions, behaviors and statements.
Summary of Issues - Exercise One

Consider and evaluate the role that each of the following issues played in Vignette #1, both in terms of the session as well as your conceptualization of the client's concerns. Discuss your perspective with the other members of your small group.

* Religious/ethnic identity of the client and counselor

* A religious issue as a presenting problem in psychotherapy

* Affective responses of both the client and the counselor

* Communication process of the counselor and client

* Gender issues influencing the counselor and client
Self-Talk Statements - Exercise Two

As you view this vignette, notice the self-statements made by the counselor and the client. Answer the following general questions as you listen to each self-statement. After discussing the self-statements, do another role-play attempting to address the self-statements in the context of the session.

* What appears to motivate the self-statement?
* How does that self-statement affect the therapy process?
* Can you relate to that thought? If not, what would you be wondering if you were in this situation?

Counselor: "Hmm. He sees this as a religious issue."

Counselor: "He's turning his family's problem into his own."

Client: "So I'm not supposed to care about what my family thinks?"

Counselor: "Let's get off the Jewish issue for a minute."

Counselor: "I wonder if this is a control issue in his family."

Client: "This guy probably knows nothing about Jewish families."

Client: "Gee, this guy's not listening to me."

Counselor: "He's not understanding. Maybe he's not getting this idea."

Counselor: "Maybe there are some things I'm not understanding."
Cultural Assumptions - Exercise Three

Consider and evaluate what cultural assumptions are imbedded in Vignette #1. Discuss your perspective with the other members of your group.

Within the counseling profession, what are the underlying assumptions about:

* Religious problems presented in a secular psychotherapy process

* The appropriate focus of responsibility for psychological difficulties and their solutions (e.g. the client themselves vs. their cultural background, spouse or family)

* The discussion and incorporation of affect into the psychotherapy process

* Gender issues in communicating and handling psychological difficulties

* Problems which arise when differences in client and counselor conceptualization of psychological difficulties and their solutions occur

Based on this counselor's self-presentation, what are his underlying assumptions about:

* Religious problems presented in a secular psychotherapy process

* The appropriate focus of responsibility for psychological difficulties and their solutions (e.g. the client themselves vs. their cultural background, spouse or family)

* The discussion and incorporation of affect into the psychotherapy process
* Gender issues in communicating and handling psychological difficulties

* Problems which arise when differences in client and counselor conceptualization of psychological difficulties and their solutions occur

As you view yourself as a counselor, what underlying assumptions from the counseling profession have you internalized?

How do these assumptions affect your counseling skills and therapy relationships?
Demonstration of Skills - Exercise Four

Now that you have had the opportunity to evaluate, discuss, and process the vignette, it is now time to demonstrate what you have learned. You will be asked to form a counseling dyad. One of you should assume the role of the client and counselor as played in the vignette. The counselor should play their role as she/he envisions a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.
Vignette #2

Overview

This second vignette involves a counseling session between a White male client with a disability and a White able-bodied female counselor. They met one time previously and are still in the process of establishing rapport and trust and the counselor is still conceptualizing the client’s issues and concerns. The client, Jay, is concerned about career concerns and decisions about graduate school and how they relate to his relationship with his wife. As the participants view this vignette, encourage them to pay attention to the counselor/client interactions, verbal and nonverbal behaviors, counselor assumptions, and opportunities within the session to appropriately gather information.

Summary of Issues - Exercise One

After the participants have viewed the vignette for the first time, ask them to discuss and evaluate the role that each of the following issues played in the vignette. The following issues are significant and require some discussion in order to better understand the client and the therapy process. Have the participants divide into groups of three. Inform the participants that each group will be expected to provide a summary of their responses to the following counseling issues to the large group. See the Handouts Section at the end of the Vignette #2 for a handout of these issues for the participants.

* dual career issues
* interpersonal dynamics in the client's relationship
* gender issues or dynamics
* disability issues
* cultural assumptions
* relationship dynamics between the counselor and client

As each group provides a summary report, as facilitator, pay attention to how cultural and world view differences and similarities among the various groups may have influenced the participants' responses. Discuss these issues with the large group pointing out the potential impact these issues have on multicultural interactions.
Vignette Summary

Once the vignette has been initially viewed and discussed and Exercise One is completed, the following more in-depth summary or conceptualization may be shared with the participants. Encourage them to discuss this summary particularly in light of their responses to Exercise One.

Jay is struggling with some career concerns which are beginning to affect him in some significant ways. Recently he has had difficulty sleeping and finds himself thinking about his career and graduate school options often. He is currently in a job as a substance abuse counselor which does not meet his career interests or goals. He wants to return to graduate school to get his Ph.D. in rehabilitation psychology so he can work with people with disabilities in a wider variety of settings.

While his career interests and needs are very clear to him, he is concerned about asking his wife to make another sacrifice for him. She worked and supported him while he completed his masters degree and recently has begun pursuing her own advanced degree. Jay realizes that in order for him to pursue his degree he would have to ask her to relocate to another area where he can go to school. This means that not only would she have to find a new job and be the primary wage earner again, but she might need to postpone her own degree as well. While Jay feels that his wife is very supportive of him and would probably agree to such a plan, he is concerned that she might not be looking out for herself.

Throughout the session, you'll notice Jay struggle with his concerns and perceptions about his wife and their relationship and how that relates to his career decisions. He becomes increasingly aware that she may silence her own needs and ultimately feels he needs to attend to her concerns. Earlier during the session, when issues of disability are addressed, Jay appears frustrated. Those are not his concerns either in terms of career decisions or his relationship. He appears much more relaxed and engaged in the therapy process once the focus shifts to his wife and their relationship.

Self-Talk Statements - Exercise Two

This exercise is meant to highlight the self-talk aspect of this training video. The following is a list of self-talk statements that both the counselor and client made during this vignette. There are several small group options for addressing the issues raised by these statements. For either option have the participants view the tape and make notes to themselves on the accompanying handouts. After some discussion time, have each small group make a brief report about the issues discussed in their group.
One group option is to have each small group review the video tape and stop the tape after each self-talk statement and discuss what is going on with the counselor and the client. Another option involves watching the entire vignette, stopping at the end of this vignette, and having the participants refer to the accompanying handout of self-talk statements at the end of Vignette #2. While viewing the video for this exercise, ask participants to consider the following questions for each self-talk statement.

* What intrapersonal or interpersonal dynamics are motivating each thought?
* How does each self-statement affect the therapy process?
* Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Counselor: "I wonder how Jay would deal with the demands of a doctoral program."

Client: "Does she think I can't succeed in grad school because of the disability?"

Counselor: "Oh no, I think I really offended him."

Client: "I'm not sure I buy that but I'll give her another chance."

Client: "Here we go again with the disability thing."

Counselor: "I think I'm making a lot of incorrect assumptions."

Client: "I may need to give this gender issue some more thought."

Counselor: "I think there are more gender dynamics here than he is aware of."
Have the participants consider the following questions:

What does the self-talk tell us about the counselor, the client, and their relationship?

Is being disabled relevant to this client's problems or concerns?

What assumptions, if any, is the counselor making about her client's disability?

Are gender issues relevant to this client's problems or concerns?

What assumptions is the counselor making about gender issues?

What impact might the client’s internal questioning of the counselor have on their relationship and the counseling process?

What effect might the counselor’s self-doubt have on the counseling process?

As each group provides a summary report, as facilitator, pay attention to their own assumptions and biases about the experiences, identities, and world views of the counselor and client. Point out any commonalities and differences in the groups’ perspectives and opinions and how their views might play out in the counseling relationship.

Cultural Assumptions - Exercise Three

This exercise is meant to highlight the cultural assumptions within this counseling interview. Cultural assumptions are imbedded in every aspect of the counseling process, from what questions counselors ask to what conclusions they draw from their clients' responses. Or stated in question form, what are the cultural values imbedded in the core questions asked by the counselor either as an individual or as a representative of the counseling profession and all the values that implies. The following questions can be addressed in either small groups or in the large group. After viewing this vignette, have the participants respond to these questions individually and then discuss them with either their small group or the large group. See the Handouts Section at the end of Vignette #2 for a handout of these questions.
Within the counseling profession, what are the underlying assumptions about:

* people with disabilities?
* career decision making?
* dual career issues?
* heterosexual relationships?
* gender dynamics between men and women?

Based on this counselor's self-presentation, what are her underlying assumptions about:

* people with disabilities?
* career decision making?
* dual career issues?
* heterosexual relationships?
* gender dynamics between men and women?

Once the participants have discussed these cultural assumptions, have them discuss and analyze their own assumptions as they relate to this vignette. Encourage them to utilize this process of decoding cultural assumptions in all counseling interactions.
Demonstration of Skills - Exercise Four

Now that the participants have had the opportunity to evaluate, discuss, and process the vignette, it is now time for them to demonstrate what they have learned. Have the participants form a counseling dyad. Ask one participant to assume the role of the client, as played in the vignette, and the other the role of the counselor. Encourage the counselor to play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.

Instruct the participants who have assumed the role of counselor and client that:

1. If they get stuck or want suggestions, they can turn to the group for help.

2. They can designate (tag) anyone in the group to assume their role of either counselor or client.

As facilitator, allow this activity to continue as long as the participants are engaged in this process.

After the task is completed, discuss the content and process with the entire group soliciting help regarding culturally appropriate and inappropriate assumptions, behaviors and statements.
Summary of Issues - Exercise One

Consider and evaluate the role that each of the following issues played in Vignette #2 both in terms of the session as well as your conceptualization of the client’s concerns. Discuss your perspective with the other members of your small group.

* dual career issues

* interpersonal dynamics in the client’s relationship

* gender issues or dynamics

* disability issues

* cultural assumptions

* relationship dynamics between the counselor and client
Self-Talk Statements - Exercise Two

As you view this vignette, notice the self-statements made by the counselor and the client. Answer the following general questions as you listen to each self-statement. After discussing the self-statements, do another role-play attempting to address the self-statements in the context of the session.

* What intrapersonal or interpersonal dynamics are motivating each thought?
* How does each self-statement affect the therapy process?
* Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Counselor: "I wonder how Jay would deal with the demands of a doctoral program."

Client: "Does she think I can't succeed in grad school because of the disability?"

Counselor: "Oh no, I think I really offended him."

Client: "I'm not sure I buy that but I'll give her another chance."

Client: "Here we go again with the disability thing."

Counselor: "I think I'm making a lot of incorrect assumptions."

Client: "I may need to give this gender issue some more thought."

Counselor: "I think there are more gender dynamics here than he is aware of."
Cultural Assumptions - Exercise Three

Consider and evaluate what cultural assumptions are imbedded in the Vignette #2. Discuss your perspective with the other members of your group.

Within the counseling profession, what are the underlying assumptions about:

* people with disabilities?

* career decision making?

* dual career issues?

* heterosexual relationships?

* gender dynamics between men and women?

Based on this counselor's self-presentation, what are her underlying assumptions about:

* people with disabilities?

* career decision making?

* dual career issues?

* heterosexual relationships?

* gender dynamics between men and women?
As you view yourself as a counselor, what underlying assumptions from the counseling profession have you internalized?

How do these assumptions affect your counseling skills and therapy relationships?
Demonstration of Skills - Exercise Four

Now that you have had the opportunity to evaluate, discuss, and process the vignette, it is now time to demonstrate what you have learned. You will be asked to form a counseling dyad. One of you should assume the role of the client and counselor as played in the vignette. The counselor should play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.
Vignette #3

Overview

This third vignette involves a counseling session between a White female client and a Colombian American female counselor. This is their second session. In her last session the client, Kathy, was concerned about conflicts between her work, home, and pursuing a degree. Kathy requested a female counselor because she felt that a female counselor would be able to relate to her problem. The counselor is relatively new to the therapy process. As the participants view this vignette, have them pay attention to the counselor/client interactions, verbal and nonverbal behaviors, and in particular counselor/client cultural assumptions.

Summary of Issues - Exercise One

After the participants have viewed the vignette for the first time, ask them to discuss and evaluate the role that each of the following issues played in the vignette. The following issues are significant and require some discussion in order to better understand the client and the therapy process. Have the participants divide into groups of three. Inform the participants that each group will be expected to provide a summary report of their group responses to the following counseling issues to the large group. See the Handouts Section at the end of the Vignette #3 for a handout of these issues for the participants.

* career issues
* family issues
* gender issues
* age/experience
* cultural assumptions of client/counselor
* relationship dynamics between the counselor and client.

As each group provides a summary report, as facilitator, pay attention to how cultural and world view differences and similarities among the various groups may have influenced the participants' responses. Discuss these issues with the large group pointing out the potential impact these issues have on multicultural interactions.
Vignette Summary

Once the vignette has been initially viewed and discussed and Exercise One is completed, the following more in-depth summary or conceptualization may be shared with the participants. Encourage them to discuss this summary particularly in light of their responses to Exercise One.

Kathy is experiencing a great deal of conflict between leaving her job and becoming fully invested in a graduate degree program. Part of her conflict stems from the impending transition from being a professional to becoming a student. Over the years, her job as an administrator has not only been important in terms of developing a professional identity, but has also allowed her to develop some good and strong friendships. However, after many years she wanted to try something new and had recently been accepted into a program which required her to go back to school full-time. She has taken a few courses and has realized that there are a great deal of new things to learn and is uncomfortable in the role as student again.

Throughout the session, you will notice Kathy beginning to struggle with her concerns and perceptions about what impact this change will have on her life. She requested a female counselor because she felt that a female counselor would be more understanding of her concerns. While she was mildly concerned about the age of the counselor during in-take, she was insistent on seeing a female. Kathy appears frustrated and angry when her husband and home life is mentioned, and more relaxed and focused when the counselor addresses issues around work and school.

Self-Talk Statements - Exercise Two

This exercise is meant to highlight the self-talk aspect of this training video. The following is a list of self-talk statements that both the counselor and client made during this vignette. There are several small group options for addressing the issues raised by these statements. For either option have the participants view the tape and make notes to themselves on the accompanying handouts. After some discussion time, have each small group make a brief report about the issues discussed in their group.

One group option is to have each small group review the video tape and stop the tape after each self-talk statement and discuss what is going on with the counselor and the client. Another option involves watching the entire vignette, stopping at the end of this vignette, and having the participants refer to the accompanying handout of self-talk statements at the end of Vignette #3. While viewing the video for this exercise, ask participants to consider the following questions for each self-talk statement.
* What intrapersonal or interpersonal dynamics are motivating each thought?
* How does each self-statement affect the therapy process?
* Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Client: "Where did that question come from?"

Client: "Maybe she does understand."

Client: "She thinks I can't do it!"

Counselor: "She seems really bothered. Maybe I've touched on something important."

Client: "Why do I have to explain this! She's a woman. She has a career."

Client: "Hallelujah! She finally got it!"

Counselor: "I think we are finally communicating."

Client: "Yeah! That's what I need to talk about."
Have the participants consider the following questions:

What does the self-talk tell us about the counselor, the client, and their relationship?

Is being a woman relevant to this client's problems or concerns?

What assumptions, if any, is the counselor making about her client's problem?

Are family issues relevant to this client's problems or concerns?

What assumptions is the counselor making about her client?

What impact might the client's internal questioning of the counselor have on their relationship and the counseling process?

Why might the counselor be concerned about the client's husband?

As each group provides a summary report, as facilitator, pay attention to their own assumptions and biases about the experiences, identities, and world views of the counselor and client. Point out any commonalities and differences in the groups' perspectives and opinions and how their views might play out in the counseling relationship.

Cultural Assumptions - Exercise Three

This exercise is meant to highlight the cultural assumptions within this counseling interview. Cultural assumptions are imbedded in every aspect of the counseling process, from what questions counselors ask to what conclusions they draw from their clients' responses. Or stated in question form, what are the cultural values imbedded in the core questions asked by the counselor either as an individual or as a representative of the counseling profession and all the values that implies. The following questions can be addressed in either small groups or in the large group. After viewing this vignette, have the participants respond to these questions individually and then discuss them with either their small group or the large group. See the Handouts Section at the end of Vignette #3 for a handout of these questions.
Within the counseling profession, what are the underlying assumptions about:

* women?
* family?
* career issues?
* relationships?
* gender/interpersonal dynamics between women?

Based on this counselor's self-presentation, what are her underlying assumptions about:

* women?
* family?
* career issues?
* relationships?
* gender/interpersonal dynamics between women?

Once the participants have discussed these cultural assumptions, have them discuss and analyze their own assumptions as they relate to this vignette. Encourage them to utilize this process of decoding cultural assumptions in all counseling interactions.

**Demonstration of Skills - Exercise Four**

*Now that the participants have had the opportunity to evaluate, discuss, and process the vignette, it is now time for them to demonstrate what they have learned. Have the participants form a counseling dyad. Ask one participant to assume the role of the client, as played in the vignette, and the other the role of the counselor. Encourage the counselor to play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.*
Instruct the participants who have assumed the role of counselor and client that:

1. If they get stuck or want suggestions, they can turn to the group for help.

2. They can designate (tag) anyone in the group to assume their role of either counselor or client.

As facilitator, allow this activity to continue as long as the participants are engaged in this process.

After the task is completed, discuss the content and process with the entire group soliciting help regarding culturally appropriate and inappropriate assumptions, behaviors and statements.
HANDOUTS SECTION - VIGNETTE #3
Summary of Issues - Exercise One

Consider and evaluate the role that each of the following issues played in Vignette #3 both in terms of the session as well as your conceptualization of the client’s concerns. Discuss your perspective with the other members of your small group.

* career issue

* family issues

* gender issues

* age/experience

* cultural assumptions of client/counselor

* relationship dynamics between the counselor and client
Self-Talk Statements - Exercise Two

As you view this vignette, notice the self-statements made by the counselor and the client. Answer the following general questions as you listen to each self-statement. After discussing the self-statements, do another role-play attempting to address the self-statements in the context of the session.

- What intrapersonal or interpersonal dynamics are motivating each thought?
- How does each self-statement affect the therapy process?
- Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Client: "Where did that question come from?"

Client: "Maybe she does understand."

Client: "She thinks I can't do it!"

Counselor: "She seems really bothered. Maybe I've touched on something important."

Client: "Why do I have to explain this! She's a woman. She has a career."

Client: "Hallelujah! She finally got it!"

Counselor: "I think we are finally communicating."

Client: "Yeah! That's what I need to talk about."
Cultural Assumptions - Exercise Three

Consider and evaluate what cultural assumptions are imbedded in the Vignette #3. Discuss your perspective with the other members of your group.

Within the counseling profession, what are the underlying assumptions about:

* women?

* family?

* career issues?

* relationships?

* gender/interpersonal dynamics between women?

Based on this counselor's self-presentation, what are her underlying assumptions about:

* women?

* family?

* career issues?

* relationships?

* gender/interpersonal dynamics between women?
As you view yourself as a counselor, what underlying assumptions from the counseling profession have you internalized?

How do these assumptions affect your counseling skills and therapy relationships?
Demonstration of Skills - Exercise Four

Now that you have had the opportunity to evaluate, discuss, and process the vignette, it is now time to demonstrate what you have learned. You will be asked to form a counseling dyad. One of you should assume the role of the client and counselor as played in the vignette. The counselor should play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.
Vignette #4

Overview

This vignette involves a counseling session between a Mexican American female client and a Mainland Puerto Rican male counselor. They met one time previously and are still in the process of establishing rapport and trust and the counselor is still conceptualizing the client's issues and concerns. The client, Papusa is struggling with the process of acculturation in a majority White university setting. As the participants view this vignette, encourage them to pay attention to the counselor/client interactions, verbal and nonverbal behaviors, counselor assumptions, and opportunities to appropriately gather information.

Summary of Issues - Exercise One

After the participants have viewed the vignette for the first time, ask them to discuss and evaluate the role that each of the following issues played in the vignette. The following issues are significant and require some discussion in order to better understand the client and the therapy process. Have the participants divide into groups of three. Inform the participants that each group will be expected to provide a summary report of their responses to the following counseling issues to the large group. See the Handouts Section at the end of the Vignette #4 for a handout of these issues, for the participants.

* cultural awareness
* process of acculturation within the environment and between counselor and client
* gender issues or dynamics
* ethnic loyalty
* cultural assumptions
* relationship dynamics between the counselor and client

As each group provides a summary report, as facilitator, pay attention to how cultural and world view differences and similarities among the various groups may have influenced the participants' responses. Discuss these issues with the large group pointing out the potential impact these issues have on multicultural interactions.
Vignette Summary

Once the vignette has been initially viewed and discussed and Exercise One is completed, the following more in-depth summary or conceptualization may be shared with the participants. Encourage them to discuss this summary particularly in light of their responses to Exercise One.

Papusa is struggling with issues of acculturation, finding a Latino female/male support network, comfort of language usage in a new environment and mixed emotions (mild depression, anxiety, and loneliness). She finds herself questioning her decision to attend a university far from home. This questioning has prompted her to feel less motivated and confused about her career goals. Papusa is currently on a fellowship, but is struggling with the sacrifices of not being able to feel comfortable asking for family support due to fear of being asked to come home. The Ph.D. is something she has dreamed of all her life.

While her career interests and needs are very clear to her, she is concerned about the cultural emotional sacrifices she is experiencing in this university environment. She has worked hard and has been supported by her family and friends in Colorado. Papusa realizes that by receiving her Ph.D. she will not only open doors for herself, but open doors for other family members and friends. This means that Papusa must be successful and not share a lot of her conflict with her support network in Colorado for fear of discouraging others from seeking a higher education. In addition, Papusa is facing the possibility that she may not be able to accomplish her goals and these thoughts have created a painful reality for her. Even though the issues presented may not be the total reality, Papusa perceives them to be her reality.

Throughout the session, you'll notice Papusa struggling with whether or not to express her true emotions. Papusa often uses humor to deflect her emotions. At the same time, you will notice the counselor constantly self-monitoring his questions, attitudes, emotions and behaviors toward Papusa. This process provides a unique opportunity to intentionally make deliberate decisions as well as perceiving the impact it has on the client. In addition, it allows the counselor to challenge his own issues and assumptions. Throughout the session, you will discover a transition of emotional expressions by the client and counselor when Spanish is being spoken. The client cautiously increases her use of Spanish as she is assessing her level of trust. The counselor is questioning his use of Spanish and what this process says about his own ethnic identity. As the session continues, the client and the counselor appear to become more relaxed and continue to learn from each other throughout the process of therapy.
Self-Talk Statements - Exercise Two

This exercise is meant to highlight the self-talk aspect of this training video. The following is a list of self-talk statements made by the counselor along with the one by the client during this vignette. There are several small group options for addressing the issues raised by these statements. For either option have the participants view the tape and make notes to themselves on the accompanying handouts. After some discussion time, have each small group make a brief report about the issues discussed in their group.

One group option is to have each small group review the video tape and stop the tape after each self-talk statement and discuss what is going on with the counselor and the client. Another option involves watching the vignette as a whole (stopping at the end of this vignette) and having the participants refer to the accompanying handout of self-talk statements at the end of Vignette #4. While viewing the video for this exercise, ask participants to consider the following questions for each self-talk statement.

* What intrapersonal or interpersonal dynamics are motivating each thought?
* How does each self-statement affect the therapy process?
* Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Counselor: "Umm..., she's from Arizona, uses Spanish, has a strong Latina support group back home. Gosh, this is also bringing up a lot of memories for me."

Counselor: "She is triggering many memories for me. I need to self-monitor. I don't want to over identify, besides that's my stuff."

Counselor: "Was it a mistake to self-disclose?"

Counselor: "Empese en Español (started in Spanish), then switched over to English. I wonder what that means to her? I know what it means to me."

Counselor: "I do see some emotional changes when she speaks in Spanish. Her eyes also look glassy. ¿Uso Español o no (should I use Spanish or not)?"
Counselor: "Cuando hablo en Español, siento mi espíritu Latino (when I speak in Spanish, I feel my Latino spirit). ¿Pero es seguro si yo le puedo hablar, no se (am I sure I can talk to her, I don't know)"

Counselor: "The more I hear the pain, the more I reflect on my own history and my own pain."

Counselor: "She actually protects her emotions through humor. She seems non-traditional as a woman, but she also seems acculturated too, but I'm not sure?"

Client: "Can I trust him, can I show my true feelings? He's noticing that I am almost ready to cry."

Counselor: "She's making a lot of assumptions because I'm Latino. Can this be enough to create a bond? Can I really help her? ¿Como me siento como Latino (how do I feel as a Latino)? ¿Quien soy (who am I)?"

Counselor: "Was this self-disclosure for me or for her? ¿No se (I don't know)? ¿No estoy tan seguro (I'm not so sure)!"

Have the participants consider the following questions:

What does the self-talk tell us about the counselor, the client, and their relationship?

Is being Latina relevant to this client's problems or concerns?

What assumptions, if any, is the counselor making about his client's cultural needs?

Are gender issues relevant to this client's problems or concerns with her counselor?

What impact might the client's internal question of the counselor have on their relationship and the counseling process?

What effect might the counselor's internal questioning of himself have on the counseling process?
What effect does the counselor’s identification with the client’s issues have on the counseling process?

As each group provides a summary report, as facilitator, pay attention to their own assumptions and biases about the experiences, identities, and world views of the counselor and client. Point out any commonalities and differences in the groups’ perspectives and opinions and how their views might play out in the counseling relationship.

Cultural Assumptions - Exercise Three

This exercise is meant to highlight the cultural assumptions within this counseling interview. Cultural assumptions are imbedded in every aspect of the counseling process, from what questions counselors ask to what conclusions they draw from their clients’ responses. Or stated in question form, what are the cultural values imbedded in the core questions asked by the counselor either as an individual or as a representative of the counseling profession and all the values that implies. The following questions can be addressed in either small groups or in the large group. After viewing this vignette, have the participants respond to these questions individually and then discuss them with either their small group or the large group. See the Handouts Section at the end of Vignette #4 for a handout of these questions.

Within the counseling profession, what are the underlying assumptions about:

* Mexican American clients?
* career decision making among Mexican Americans?
* gender issues in the Mexican American culture?
* heterosexual Latino relationships?
* gender dynamics between men and women of differing races/ethnicity’s?
* levels of acculturation and what these levels mean?
Based on this counselor's self-presentation, what are his underlying assumptions about:

* Mexican Americans/Latinos?
* a White university environment?
* career issues versus family pride?
* client's ethnic identity?
* gender dynamics between Latino men and women?

Once the participants have discussed these cultural assumptions, have them discuss and analyze their own assumptions as they relate to this vignette. Encourage them to utilize this process of decoding cultural assumptions in all counseling interactions.
Demonstration of Skills - Exercise Four

Now that the participants have had the opportunity to evaluate, discuss, and process the vignette, it is now time for them to demonstrate what they have learned. Have the participants form a counseling dyad. Ask one participant to assume the role of the client, as played in the vignette, and the other the role of the counselor. Encourage the counselor to play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about two minutes for each counselor.

Instruct the participants who have assumed the role of counselor and client that:

1. If they get stuck or want suggestions, they can turn to the group for help. The counselor is only allowed to ask two questions of the audience until their allotted time of two minutes has expired.

2. The counselor or client can designate (tag) anyone in the group to assume their role.

As facilitator, allow this activity to continue as long as the participants are engaged in this process.

After the task is completed, discuss the content and process with the entire group soliciting help regarding culturally appropriate and inappropriate assumptions, behaviors and statements.
HANDOUTS SECTION -- VIGNETTE #4
Summary of Issues - Exercise One

Consider and evaluate the role that each of the following issues played in Vignette #4, both in terms of the session as well as your conceptualization of the client’s concerns. Discuss your perspective with the other members of your small group.

* cultural awareness

* process of acculturation with environment and between counselor and client

* gender issues or dynamics

* ethnic loyalty

* cultural assumptions

* relationship dynamics between the counselor and client
Self-Talk Statements - Exercise Two

As you view this vignette, notice the self-statements made by the counselor along with the one by the client. Answer the following general questions as you listen to each self-statement. After discussing the self-statements, do another role-play attempting to address the self-statements in the context of the session.

* What intrapersonal or interpersonal dynamics are motivating each thought?
* How does each self-statement affect the therapy process?
* Can you relate to each self-statement? If not, what would you be wondering if you were in this situation?

Counselor: "Umm..., she's from Arizona, uses Spanish, has a strong Latina support group back home. Gosh, this is also bringing up a lot of memories for me."

Counselor: "She is triggering many memories for me. I need to self-monitor. I don't want to over identify, besides that's my stuff."

Counselor: "Was it a mistake to self-disclose?"

Counselor: "Empese en Español (started in Spanish), then switched over to English. I wonder what that means to her? I know what it means to me."

Counselor: "I do see some emotional changes when she speaks in Spanish. Her eyes also look glassy. ¿Uso Español o no (should I use Spanish or not)?"

Counselor: "Cuando hablo en Español, siento mi espíritu Latino (when I speak in Spanish, I feel my Latino spirit). ¿Pero es seguro si yo le puedo hablar, no sé (am I sure I can talk to her, I don't know)"
Counselor: "The more I hear the pain, the more I reflect on my own pain."

Counselor: "She actually protects her emotions through humor. She seems non-traditional as a woman, but she also seems acculturated too, but I'm not sure?"

Client: "Can I trust him, can I show my true feelings? He's noticing that I am almost ready to cry?"

Counselor: "She's making a lot of assumptions because I'm Latino. Can this be enough to create a bond? Can I really help her? ¿Como me siento como Latino (how do I feel as a Latino)? ¿Quien soy (who am I)?"

Counselor: "Was this self-disclosure for me or for her? ¿No se (I don't know)? ¿No estoy tan seguro (I'm not so sure)?"
Cultural Assumptions - Exercise Three

Consider and evaluate what cultural assumptions are imbedded in the Vignette #4. Discuss your perspective with the other members of your group.

Within the counseling profession, what are the underlying assumptions about:

* Mexican American clients?

* career decision making among Mexican Americans?

* gender issues in the Mexican American culture?

* heterosexual Latino relationships?

* gender dynamics between men and women of differing races/ethnicity’s

* levels of acculturation and what these levels mean?

Based on this counselor's self-presentation, what are her underlying assumptions about:

* Mexican Americans/Latinos?

* a White university environment?

* career issues versus family pride?

* client's ethnic identity?

* gender dynamics between Latino men and women?
As you view yourself as a counselor, what underlying assumptions from the counseling profession have you internalized?

How do these assumptions affect your counseling skills and therapy relationships?
Demonstration of Skills - Exercise Four

Now that you have had the opportunity to evaluate, discuss, and process the vignette, it is now time to demonstrate what you have learned. You will be asked to form a counseling dyad. One of you should assume the role of the client and counselor as played in the vignette. The counselor should play their role as they envision a culturally skilled counselor interacting with this client. The role-play should last about three-five minutes.
References


