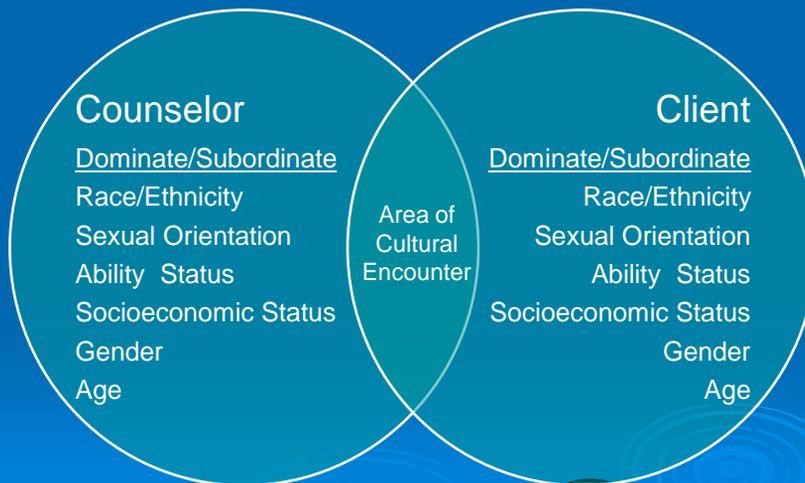


Communication: Rapport Building, Broaching, and Assessment

Multicultural Counseling
Week 8

COUNSELING IN THE CROSS-CULTURAL ZONE



COUNSELING IN THE CROSS-CULTURAL ZONE



Lee, C. C. & Diaz, J. M. (2009)

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MULTICULTURAL COMPETENCE: RAPPORT BUILDING

➤ SKILLS

Each new skill learned and practiced in the context of your training must be considered in a cultural context

How are the following perceived, understood, and responded to by your client?

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MULTICULTURAL COMPETENCE: RAPPORT BUILDING

➤ SKILLS

- Eye Contact
- Body Posture and Stance
- Physical Contact (shaking hands, touch)
- Tone of Voice
- Gestures

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MULTICULTURAL COMPETENCE: RAPPORT BUILDING

➤ ACCURATE AND AUTHENTIC EMPATHY

- Comes from understanding of your background
- Understanding of the background of the client AND the group with which the client belongs
- Insights into issues of PRIVILEGE AND OPPRESSION

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MULTICULTURAL COMPETENCE: BROACHING

“The counselors ability to consider the relationship of racial and cultural factors to the client’s presenting problem”
(Day-Vines et al., 2007)

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What is Broaching

- Emerging Construct
- Empirically Researched
- Acknowledging culture enhances
 - Counselor credibility
 - Client satisfaction
 - Depth of disclosure
 - Willingness to continue services/therapy
- Multiple Styles

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Counselors and Broaching

- Impacted by Counselor's level of racial identity functioning
- Impacted by Counselor's use of defense mechanisms
 - Denial
 - Altruism
 - Repression
 - Idealization

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Why Broach?

- Creates opportunity for healing
- Creates an emotional safe space to embrace differences
- Creates opportunity for client to examine sociopolitical factors that may impact symptoms and/or situations
- Ethical responsibility

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What it Takes

- Requires genuine commitment
- Consistent attitude
- Ongoing
- Culturally conscious working alliance
- Client's self-avowal
 - i.e. Client openly acknowledges that culture is relevant

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Examples

“Tell me how your feelings of loneliness reflect your experiences as an African-American student on this campus”

-Interpretation of cultural meaning of phenomenon (experiences with life)

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Broaching Styles

1. Avoidant
2. Isolating
3. Continuing/Incongruent
4. Integrated/Congruent
5. Infusing

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ASSESSMENT MODELS

- ADDRESSING (Hays)
 - Age and generational differences
 - Developmental and acquired Disabilities
 - Religion and spiritual orientation
 - Ethnicity and race
 - Socioeconomic status
 - Sexual orientation
 - Indigenous heritage
 - National origin
 - Gender

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ASSESSMENT MODELS

- RESPECTFUL (D'Andrea & Daniels)
 - Religious and spiritual identity
 - Ethnic, cultural, racial background
 - Sexual identity
 - Psychological maturity
 - Economic class standing and background
 - Chronological-developmental challenges
 - Threats to well-being and trauma
 - Family history, values and dynamics
 - Unique physical characteristics
 - Location of residence and language differences

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Assessment Case Studies

- For each case study, choose one assessment model, and complete as much information as possible.
- What do you need to consider regarding the cross-cultural zone for each client?
- What do you need to broach with the subject based upon the information at hand

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➤ Case study: Kafta (ADRESSING)

Kafta is a 32-year-old Middle Eastern female. She sought therapy because she was unhappy with many aspects of her life, especially her home life with her family. Kafta's mother died 2 years earlier from cancer. As the only female among four sibling brothers, she had full responsibility of the domestic chores in the house. Her culture dictated that she live at home until marriage. Kafta was a college student who was born and raised in the United States and felt as if she related more to Western values than her Middle Eastern upbringing. However, Kafta's values were in conflict with her father's who expected her to marry someone he chose for her after she graduated from college. Kafta had a secret involvement with a Caucasian man she met at a dance club. She articulated that she was tired of living a lie and was beginning to experience a great deal of anxiety and self-doubt about her future. Her anxiety was increasing as her graduation date neared. She reported feeling pressure to remain faithful to her family's religious beliefs and acquiesce to her father's wishes for her future. However, her exposure to Western individualism gave her options she wanted to keep open. As a female in a Middle Eastern family, Kafta is expected to wait on her sibling brothers and father and leave all decision making up to the men in the family. Kafta feels conflicted between wanting independence and leaving the safe and secure comfort of her home and her family's protection.

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➤ Case study: Miguel (RESPECTFUL)

Miguel is a twenty-two year old college student who moved to Southern California from a small rural area in the Philippines ten years ago, with his parents. Miguel presented at the college mental health center with concerns related to anxiety, isolation and depressive symptoms over his constant struggle to assimilate and find satisfying relationships. Miguel's situation moved him from a traditional, collectivistic, environment to a marginal and individualistic, cultural environment. In his home community, Miguel enjoyed close relationships with friends and family. He reported a strong connection to his church and religious community. Currently, Miguel reports feelings of isolation and awkwardness in fitting in with his peers. He feels caught between conflicting demands, values and relationships between two dissimilar cultures. As a result, Miguel has been experiencing severe feelings of isolation, anxiety and depression. His feelings are compounded by his future plans to continue living in the United States in order to better provide monetary support to his extended family in the Philippines. Even though Miguel reports feeling strongly connected to his religious Christian values and traditions, it brings little comfort to his feelings of isolation. From Miguel's perspective, his future necessitates further assimilation to feel successful, while sacrificing meaningful contacts with others.

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Next Week

- Readings:
 - Advocacy Competencies
 - Culture and Counseling
 - Client Perspectives

- In Class:
 - Practice sessions