

SOLUTIONS MANUAL

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Becoming a Helper



Sixth Edition

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Suggested Activities

At the end of each chapter is a section “**What Will You Do Now?**” There are probably more in-class and out-of-class activities in these sections than you’ll have time for in most courses. In addition, each chapter begins with “**Focus Questions**”, which can be used in class discussions and activities. We encourage you to use the material presented in the text in a creative and flexible manner to meet the needs of your students and your class objectives.

To provide you with even more options, we’re presenting a few suggested activities below for each chapter. The basic aim of most of the activities is to invite students to think of ways to become actively involved in interactive exercises that will help them to apply some of the key ideas of each chapter. Most of the activities we suggest are catalysts for small group discussions. These small groups allow more people to get involved in discussions and this format allows you an opportunity to visit with the small groups. In our classes, we attempt to get students engaged with the material by asking them to role-play situations, rather than simply talk about a topic.

Chapter 1—Are the Helping Professions for You?

1. With another student, role-play a job interview. One person is the director of a counseling center, and the other is the applicant. After 10 to 15 minutes, switch roles. Discuss how you felt in each position, and get feedback from your partner after both of you have had a chance to play each role. Questions the interviewer might ask include:
 - Why are you applying for this job?
 - What are your expectations if you get the position?
 - Since there are many applicants and only a few positions, tell me why we should select you for the job. What do you have to offer that is unique?
 - Could you briefly describe your philosophy of counseling?
 - What do you most hope to accomplish as a counselor, and how would you evaluate whether you were accomplishing your goals?

- What kinds of clients could you least effectively counsel? What kinds of clients would you be most effective with?

2. An Ice-Breaker. During the first few class meetings, it will be useful to use a variety of ice-breakers to help students get more comfortable with each other. Below are a few suggestions for you to select from, depending on what you think best suits the needs of your class and what fits your style of teaching.

- Ask students to pair up for five minutes and talk about their expectations pertaining to the course.
- Ask students to pair up for five to ten minutes and discuss specific topics that they'd like to cover in the course. What do they think would be useful to help them acquire skills they will need to become an effective helper? After the dyads, ask if anyone would like to share with the entire class what they'd like to learn during the term.
- Students can work in pairs and interview each other. Basically, they can begin to get to know one another by talking about their interests.
- A number of websites exist that offer ideas for ice breakers (Google "ice breakers"). Some of the ideas may be inappropriate, so use your judgment to decide what activities may be appropriate for an introductory counseling or human services course.
- One ice breaker that can get students to interact quickly is the human scavenger hunt, in which students are given a list of 20 items and they need to write down the names of other students in class who can relate to those items. For instance, items might be as follows: 1) has traveled to Europe; 2) has performed in a play... As instructor, you can choose the items that will fit the purpose of your course. The items can emphasize leisure activities, professional activities, career goals, or just be random facts. You can give the class 10 minutes to work on this interactive activity and then debrief as a large group.
- When students are asked to introduce themselves on the first day of class, in addition to any information that you want them to include (e.g., name, educational path, goals), you can have them answer the following question: What is something that you have with you or on you right now that says something about who you are? Have them share what that item represents.

The small group discussions can lend themselves to free-writing exercises whereby students are given ten minutes in class to spontaneously write their immediate ideas on a given topic. Students can also extend in-class discussions to writing at home in their journals.

3. Journal Writing Suggestions. We strongly encourage that you make it a requirement for your students to keep a journal as a vital part of this course. It is a good idea to state your policy at the beginning about whether the journals will be completely confidential or, better, whether you will request to see their journals either weekly or less frequently during the course. Reassure students that they will **not** be forced to show any writing that they feel is too personal to share.

Encourage students to purchase a separate notebook in which to write their reactions. By using a loose-leaf notebook for their journal, they can add pages from other sources and they can move materials around. This will allow students to create their own textbook. Help students understand that it is possible for them to personalize this book and that in some important ways they can become co-authors by finishing the book as it applies to them. Students may prefer a separate journal notebook, especially if they expect to write a good deal in their journals.

Encourage students to simply write in their journals in a free-flowing and unedited style, rather than attempting to analyze what they write. Your students might find it valuable to write what first comes to their consciousness. Encourage them to be honest and to use journal writing as an opportunity to get to know themselves better and explore their thoughts and feelings in more depth.

If you want to provide your students with some suggestions for journal writing, below are a few ideas:

- What I learned about others and myself in a particular class meeting
- Topics I want to talk about or have avoided talking about
- Some of the things I am learning about myself in this course
- Some concrete changes in my attitudes, values, or behaviors that I want to make

4. Self-Assessment: An Inventory of Your Attitudes and Beliefs about Helping. See pages 29-35 for a 30-item inventory that students can take initially to introduce them to the topics presented in the book and to stimulate their thoughts.

This is not a traditional multiple-choice test in which students must select the “one right answer.” Rather, it is a survey of the students’ basic beliefs, attitudes, and values on specific topics related to the helping process. Two spaces are provided for each item so that at the end of the course students can take this inventory again.

Once students complete this inventory, it is a good idea to spend some time in class early during the semester on discussing students’ initial views about the helping process. Toward the end of the course a lively discussion can occur by asking students to talk about ways that any of their attitudes and beliefs have changed.

5. Assign students to investigate a website of one of the professional organizations in the helping professions. Ask them to compile a list of the resources that are offered to undergraduate and graduate students and exchange this information with each other in class.

Chapter 2—Knowing Your Values

1. Have students complete the following assessment and discuss their responses in class in dyads or small groups.

Self-Assessment: An Inventory of Your Values Pertaining to the Helping Relationship

This inventory surveys your thoughts on the role of values in the helping professions. This is not a traditional multiple-choice test in which you must select the one right answer. Rather, it is a survey of your basic beliefs, attitudes, and values on specific topics related to the helping professions. For each question, write in the letter of the response that most clearly reflects your viewpoint at this time. In many cases the answers are not mutually exclusive, and you may choose more than one response if you wish. In addition, a blank line is included for each item. You may want to use this line to provide another response more suited to your thinking or to qualify a chosen response.

We suggest that you bring the completed inventory to class so that you can compare your views with those of others in the class. Such a comparison might stimulate some debate and help get the class involved in the topics to be discussed.

1. Practitioners who counsel clients whose sex, race, age, social class, or sexual orientation is different from their own
 - a. will most likely not understand these clients fully.
 - b. need to understand the differences between their clients and themselves.
 - c. can practice unethically if they do not consider multicultural factors.
 - d. are probably not going to be effective with such clients because of these differences.
 - e. _____
2. When I consider being involved in the helping professions, I value most
 - a. the money I expect to earn.
 - b. the security I imagine I will have in the job.
 - c. the knowledge that I will be intimately involved with people who are searching for a better life.
 - d. the personal growth I expect to experience through my work.
 - e. _____
3. With respect to value judgments in counseling, therapists should
 - a. feel free to make value judgments about their clients' behavior.
 - b. actively teach their own values when they think that clients need a different set of values.
 - c. remain neutral and keep their values out of the therapeutic process.
 - d. encourage clients to question their own values and decide on the quality of their own behavior.
 - e. _____
4. Counselors should
 - a. teach desirable behavior and values by modeling them for clients.
 - b. encourage clients to look within themselves to discover values that are meaningful to them.
 - c. reinforce the dominant values of society.

- d. very delicately, if at all, challenge clients' value systems.
 - e. _____
5. In terms of appreciating and understanding the value systems of clients who are culturally different from me,
 - a. I see it as my responsibility to learn about their values and not impose mine on them.
 - b. I would encourage them to accept the values of the dominant culture for survival purposes.
 - c. I would attempt to modify my counseling procedures to fit their cultural values.
 - d. I think it is imperative that I learn about the specific cultural values my clients hold.
 - e. _____
 6. If a client came to me with a problem and I could see that I would not be objective because of my values, I would
 - a. accept the client because of the challenge to become more tolerant of diversity.
 - b. tell the client at the outset about my fears concerning our conflicting values.
 - c. refer the client to someone else.
 - d. attempt to influence the client to adopt my way of thinking.
 - e. _____
 7. With respect to a client's right to make his or her own end-of-life decisions, I would
 - a. always use the principle of a client's self-determination as the key in any dilemma of this sort.
 - b. tell my client what I thought was the right course to follow.
 - c. suggest that my client see a clergyperson and/or a physician.
 - d. encourage my client to find meaning in life, regardless of his or her psychological and physical condition.
 - e. _____
 8. I would tend to refer a client to another therapist
 - a. if I had a strong dislike for the client.
 - b. if I didn't have much experience working with the kind of problem the client presented.
 - c. if I saw my own needs and problems getting in the way of helping the client.
 - d. if the client seemed to distrust me.
 - e. _____
 9. My ethical position regarding the role of values in therapy is that, as a therapist, I should
 - a. never impose my values on a client.
 - b. expose my values, without imposing them on the client.
 - c. teach my clients what I consider to be proper values.
 - d. keep my values out of the counseling relationship.
 - e. _____
 10. If I were to counsel lesbian and gay clients, a major concern of mine would be
 - a. maintaining objectivity.
 - b. not knowing and understanding enough about this sexual orientation.
 - c. establishing a positive therapeutic relationship.
 - d. pushing my own values.
 - e. _____

11. Regarding the role of spiritual and religious values, as a counselor I would be inclined to
 - a. ignore such values for fear that I would impose my own beliefs on my client.
 - b. actively strive to get my clients to think about how spirituality or religion could enhance their lives.
 - c. avoid bringing up the topic unless my client initiated such a discussion.
 - d. conduct an assessment of my client's spiritual and religious beliefs during the intake session.
 - e. _____

12. If my philosophy were in conflict with that of the institution I worked for, I would
 - a. seriously consider whether I could ethically remain in that position.
 - b. attempt to change the policies of the institution.
 - c. agree to whatever was expected of me in that system.
 - d. quietly do what I wanted to do, even if I had to be devious about it.
 - e. _____

Chapter 3—Helper Know Thyself

The main focus of this chapter is to encourage students to consider the value of self-exploration as a path to becoming a more insightful helper. In the text, we provide a rationale for students to engage in a self-reflective process. If students become aware of potential countertransference issues within themselves they are in a position to look at most of the topics addressed in this book in a different light. Here are a few specific exercises to help guide students through their self-exploration process:

1. **Family of Origin Exercises.** There are many useful questions in the chapter that students can reflect on as a way to better understand how their family of origin experiences influences them today. You may want to devote some time in small groups where students can share some of their insights regarding ways their experiences in their own family might influence their work as helpers.

2. **Identifying Your Family Structure.** On pages 74-75, there is a bullet list of questions geared toward experiential work. You may want to give students opportunities to reflect on these questions in class.

3. **Influence of Parental Figures.** On pages 75-76, there are a series of questions that can help students to explore how their relationship with parental figures has had an enduring impact on them.

4. **Becoming Your Own Person.** A discussion could focus on the notion of the *differentiated self* [see pages 76-77]. Students could assess how differentiated they perceive themselves to be in their own families of origin. This could lead to a lively discussion if students vary in terms of their ages and cultural backgrounds.

5. **Know Your Family Rules.** An interesting exercise can be built around a discussion [and role-playing] of family rules [see pages 77-79]. Focusing on the do's and the don'ts may be of

particular interest to students. A good catalyst question is: How do the messages you received growing up affect you today?

6. Understanding Life Transitions. Ask students to personalize the discussion of the stages of development, developmental themes, and life choices. Students could be asked to select one period of time in their life that has significance for them and to write about it in a journal. This is useful material for small-group interaction. However, we think it is crucial that care is taken so that students aren't asked probing questions that could invade their privacy. Without turning the discussion of stages of development into a group therapy session, it is still possible for students to explore significant themes in their own development that will likely influence their ability to effectively work with clients who are struggling with developmental issues.

Chapter 4—Common Concerns of Beginning Helpers

Rather than list additional suggested activities for this chapter, we'll make a few suggestions of how to make fullest use of the existing material and exercises that are already in this chapter.

1. Exploring Self-Doubts and Fears. On page 100, you will find a questionnaire aimed at helping students pinpoint some of their anxieties over the prospect of facing clients. After students take this inventory, they could discuss their answers and share their reactions to the questionnaire in dyads, small groups, or the entire class.

2. Identifying Potential Countertransference. On pages 105-109 is a discussion of countertransference. Ask students to identify areas where they may be particularly vulnerable. The text material should assist students in personalizing this discussion.

3. Working with Resistant and Difficult Clients. There is an attitude questionnaire on understanding and working with resistance and difficult clients [see pages 109-110]. After students take this inventory, they could share their responses in either small groups or the entire class. Also the discussions of common forms of resistance and types of difficult clients [pages 112 to 118] are useful catalysts for group interaction. It could be a useful exercise to have a student role play one of the types of difficult clients and have others in the class show how they would approach working with this difficult client. As another alternative, the instructor could role play a difficult client while students work with the instructor (as a resistive client).

Chapter 5—The Helping Process

This chapter lends itself to incorporating skills training at the various stages of helping.

1. One activity that can prove useful for this chapter is to have students work in triads: One person becomes the client, the other a helper, and the other the observer. Each of the three individuals can take turns so that each has a chance to function in each role. Some tasks to focus on in these learning triads are listed below:

- Identify a problem for exploration [focus on getting specific with pinpointing reasons for seeking help, such as coping with depression or dealing with anxiety in social situations]
- Create a therapeutic climate [demonstrate what the helper might say and do during the initial few minutes of an initial session to create trust and develop rapport]
- Help clients get a focus [assist the client in getting clearer and more specific on what he or she would like to change]
- Help clients create goals [brainstorming about what the client would like in his or her life what kind of change is desired?]
- Assist clients to develop an action plan [identifying action strategies specific plans of what the client could do now to change a situation]
- End a session with a client [practice in getting closure on a particular session]

Chapter 6—Theory Applied to Practice

1. Show a feature film in class (or have students rent a DVD and watch it at home) that depicts the counseling process. For instance, the films *Ordinary People* and *Good Will Hunting* are among several excellent films that can generate a rich discussion about the therapeutic relationship and the helping process. Visual learners may find it especially useful to see the therapeutic process in action. Have the students reflect on the theories and techniques used by the therapist portrayed in the film. Given the client's dynamics, what other theories and techniques may have been useful?
2. Ask students to reflect on their cultural beliefs and values and critique each theory in terms of how useful it would be for them (either as a client or as a helper). What aspects of each theory appeal to them and, conversely, do **not** appeal to them on the basis of their cultural backgrounds? How could the theories be modified to fit their cultural backgrounds? Students could discuss this topic in dyads or small groups. If appropriate, they could be asked to share what they discussed in the large group.
3. When discussing the narrative approach, ask students to think about the story of their life. Have them imagine that they are writing their autobiography or writing a screenplay about their lives. Ask them to develop the Table of Contents for their

autobiography or the listing of scenes for their film. They can also come up with the title of their book or film. Inform them that they can organize their chapters or scenes any way they prefer. After they are finished writing, have them meet in small groups to discuss the exercise. The following questions may help guide their discussion: What was it like to do the activity? How difficult was it to think about their lives and generate chapter titles and scenes? How did they organize them (chronologically, by significant events in their lives, etc.)? Which chapters would they like to change, and how? Which chapters are they content with?

Chapter 7—Understanding Diversity

1. **Why Does Cultural Diversity Matter?** Throughout this chapter we've emphasized that embracing culture can make professional work meaningful. Perhaps one of the most important lessons is for students to begin to explore messages they've picked up about others who are different from them that tend to lead to prejudice and isolation. It would be a step forward for students to simply acknowledge some of their biases and begin to open themselves up to opportunities where they could expand their thinking and develop greater tolerance for differences. Ultimately, it would be important for them to accept differences as strengths.

We suggest that you emphasize to students that the ability to communicate effectively and get along with people from diverse cultures is one of the main qualities that prospective employers are looking for. Stress to your students that they will be seriously limited in their personal life and in their work if they do not develop awareness, knowledge, and skills that enable them to understand and relate well with persons of diverse cultural backgrounds.

2. The Quick Discrimination Index. Taking and scoring this inventory at home is a good way to identify some biases regarding cultural and gender issues. Consider devoting class time for students to explore the results of this inventory. Are there any areas where they would like to think and act differently? If so, how can they begin to take steps to move in the direction they'd like to go. Encourage students to write in their journals about what they learned about themselves by taking this inventory.

Before delving into the issues related to a multicultural and diversity perspective in the helping process, we think it makes sense to identify your present attitudes and beliefs about cultural diversity and gender equity issues. Complete the Quick Discrimination Index, which is designed to assess sensitivity, awareness, and receptivity to cultural diversity and gender equity. Respond to each item as honestly as possible. This inventory is designed to assess subtle racial and gender bias. You can use this inventory to become more aware of your attitudes and beliefs pertaining to these issues.

Quick Discrimination Index*

Directions: Remember there are no right or wrong answers. Please circle the appropriate number to the right.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I do think it is more appropriate for the mother of a newborn baby, rather than the father, to stay home with the baby (not work) during the first year.	1	2	3	4	5
2. It is as easy for women to succeed in business as it is for men.	1	2	3	4	5
3. I really think affirmative-action programs on college campuses constitute reverse discrimination.	1	2	3	4	5
4. I feel I could develop an intimate relationship with someone from a different race.	1	2	3	4	5

5. All Americans should learn to speak two languages.	1	2	3	4	5
6. It upsets (or angers) me that a woman has never been president of the United States.	1	2	3	4	5
7. Generally speaking, men work harder than women.	1	2	3	4	5
8. My friendship network is very racially mixed.	1	2	3	4	5
9. I am against affirmative-action programs in business.	1	2	3	4	5
10. Generally, men seem less concerned with building relationships than women.	1	2	3	4	5
11. I would feel OK about my son or daughter dating someone from a different race.	1	2	3	4	5
12. It upsets (or angers) me that a racial minority person has never been president of the United States.	1	2	3	4	5

13. In the past few years, too much attention has been directed toward multicultural or minority issues in education.	1	2	3	4	5
14. I think feminist perspectives should be an integral part of the higher education curriculum.	1	2	3	4	5
15. Most of my close friends are from my own racial group.	1	2	3	4	5
16. I feel somewhat more secure that a man rather than a woman is currently president of the United States.	1	2	3	4	5
17. I think that it is (or would be) important for my children to attend schools that are racially mixed.	1	2	3	4	5
18. In the past few years too much attention has been directed toward multicultural or minority issues in business.	1	2	3	4	5
19. Overall, I think racial minorities in America complain too much about racial discrimination.	1	2	3	4	5
20. I feel (or would feel) very comfortable having a woman as my primary physician.	1	2	3	4	5
21. I think the president of the United States	1	2	3	4	5

should make a concerted effort to appoint more women and racial minorities to the country's Supreme Court.					
22. I think white people's racism toward racial-minority groups still constitutes a major problem in America.	1	2	3	4	5
23. I think the school system, from elementary school through college, should encourage minority and immigrant children to learn and fully adopt traditional American values.	1	2	3	4	5
24. If I were to adopt a child, I would be happy to adopt a child of any race.	1	2	3	4	5
25. I think there is as much female physical violence toward men as there is male physical violence toward women.	1	2	3	4	5
26. I think the school system, from elementary school through college, should promote values representative of diverse cultures.	1	2	3	4	5
27. I believe that reading the autobiography of Malcolm X would be of value.	1	2	3	4	5
28. I would enjoy living in a neighborhood consisting of a racially diverse population (Asian, blacks, Latinos, whites).	1	2	3	4	5

29. I think it is better if people marry within their own race.	1	2	3	4	5
30. Women make too big a deal out of sexual-harassment issues in the workplace.	1	2	3	4	5

*The *Quick Discrimination Index (QDI)* is copyrighted by Joseph G. Ponterotto, Ph.D. No further reproduction or Xeroxing of this instrument is permitted without the written permission of Dr. Ponterotto. If you are interested in using this instrument for any purpose, write to Joseph G. Ponterotto, Ph.D. (at the Division of Psychological and Educational Services, Fordham University at Lincoln Center, Room 1008, 113 West 60th Street, New York, NY 10023-7478) and request the “User Permission Form,” the QDI itself, and the latest reliability and validity information.

The total score measures overall sensitivity, awareness, and receptivity to cultural diversity and gender equality. Of the 30 items on the QDI, 15 are worded and scored in a positive direction (high scores indicate high sensitivity to multicultural/gender issues), and 15 are worded and scored in a negative direction (where low scores are indicative of high sensitivity). Naturally, when tallying the total score response, these latter 15 items need to be *reverse-scored*. Reverse scoring simply means that if a respondent circles a “1” he or she should get five points, a “2” four points, a “3” three points, a “4” two points, and a “5” one point.

The following QDI items need to be *reverse-scored*: 1, 2, 3, 7, 9, 10, 13, 15, 16, 18, 19, 23, 25, 29, 30.

Score range = 30 to 150, with high scores indicating more awareness, sensitivity, and receptivity to racial diversity and gender equality.

Take a few minutes to look at the results of the **Quick Discrimination Index** pertaining to awareness and receptivity to cultural diversity and equity. After reading this chapter, are you more aware of your attitudes and beliefs pertaining to cultural diversity? In your journal, write about strengths that you see in yourself that will assist you in becoming a culturally competent helper. Write also about any beliefs, values, and assumptions that could inhibit your ability to establish a positive relationship with individuals who are culturally different from you. Then review the checklist of knowledge, skills, and awareness competencies that appear later in this chapter and determine your current level of proficiency in these competencies. List some steps you can take to either acquire or refine your knowledge and skills.

NOTE: At the end of this chapter's list of suggested activities is another self-inventory that you may want to reproduce and give to your students: the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS).

3. **Tips For Expanding Cultural Tunnel Vision.** It is essential for students to adhere to basic guidelines of respect as people are talking. The classroom should not be turned into a place where people ventilate or attack any cultural group. Although students may get emotionally involved in certain topics, it is important that they avoid being judgmental or telling others how they should think and act. Actually, this advice applies not only to the topic of diversity, but to other topics in this book.

Below are a few specific guidelines that you might reproduce and give to students. The section can be entitled “Tips for Expanding Cultural Tunnel Vision.” These tips provide a framework for effective classroom discussion of diversity issues.

- Attempt to learn about cultures different from your own. Knowledge of other cultures will help to increase understanding and empathy among people.
- What universal themes unite us? When you meet people from other cultures, take an interest in their background and culture.
- Practice effective communication skills especially listening fully without judging or attempting to debate to determine who is right or wrong.
- Understand your own background and biases. Admit it and deal with it.
- See diversity as a strength, not something merely to be tolerated.
- Look for similarities that unite us, and look for common ground.
- Avoid judging differences from a better than less than standpoint. In discussing diversity issues, realize that two people can have different ways of viewing reality, yet this does not imply that one person is right and the other person is wrong.
- Be willing to test, adapt, and change your perceptions to fit your new experiences.
- See unity and diversity as related to each other. It is not that diversity is good and right, and unity is bad and wrong. Both sameness and difference are part of the rainbow.
- Don’t judge, blame or harshly criticize yourself if you realize that you are somewhat encapsulated. Instead, give yourself credit for being open enough to recognize your limitations.

4. **Guest Speakers.** Invite people from different cultural groups to come to class and discuss their cultural identity. Ask representatives from various ethnic/cultural student clubs to serve as resource people. You might also invite a faculty person who teaches courses in diversity and multiculturalism.

5. **Video on Racism.** *The Color of Fear* is an outstanding video that would be most timely to show in class when you are dealing with the theme of diversity. It is available from StirFry Seminars & Consulting in Berkeley, California. This powerful work is an example of the process involved in growing into compassion and understanding. StirFry Seminars & Consulting provides trained facilitators (in some areas) to assist with discussion after the film is shown.

6. Personal Background Paper. Have students interview family members to get a history of their cultural background and identity. Depending on the amount of time you can devote to this chapter, and the purpose of your course, this can be either a required assignment or it can be an extra credit project. Below are some suggestions to students in organizing this paper.

Background: Describe your ethnic, racial, and cultural background. Some possible questions include:

- What generation in the U.S. do you represent?
- Where do your ancestors come from?
- How did they get here?
- Why did they come here?
- What positive or negative migration experiences do you or other members of your family remember?
- How easy or difficult was it for them to adapt to life in this country at the time?
- Did they or you experience rejection or prejudice based on race, religion, or nationality?
- What social conflicts have you or your family experienced within the mainstream American culture?
- Does your immediate family or extended family practice any celebrations, customs, or traditions that you or others might regard as ethnic or expressing a minority culture in some way? What are some of them? Which do you value most?
- What, if any, language difficulties do you see in the present between your family and what might be called typical American culture and how do these difficulties impact you and your family?

Gender Roles: What, if any, stereotypes of males and females were you taught as you were growing up? What were the main expectations for males and females for each of the following?

- Education
- Employment
- Dating patterns
- Role of wife and role of husband
- Childcare and parenting
- Sexuality
- Importance of individual vs. family

Personal Reflection: Explore questions such as the following with respect to how these issues apply not only to the personal life of the student, but also with regard to implications for becoming a helper.

- How do you think your unique background has influenced your personal expectations, beliefs and life goals as a woman or man?
- How does your background affect your views of other cultures?
- Do you or did you experience conflict about your ethnic or racial identity, or sex roles?
- How does your cultural background impact you as a student? How do you think your background will help or hinder you as a helping professional?
- What assets or benefits might you have based on your cultural upbringing?
- What aspects of your culture of origin do you embrace and which may you want to reject?

7. Cultural Interview Paper. Ask the students to interview an individual or family from a culture other than their own. Depending on the time available, consider making the cultural interview paper either a basic requirement or an extra credit project. You may give students an option between selecting the personal background paper or this cultural interview paper. Both projects are excellent and are crucial, yet time restrictions might mean that students will have to choose one of them as a project. Below are some possible topics for the cultural interview paper:

- Importance and role of the family
- Religion/Spirituality
- Gender Issues
- Attitudes about mainstream U.S. culture
- Social Class
- Cultural Values
- Language Issues
- Ambition and Family Obligations
- Adapting to America or to a new region of America

8. Continuing Your Cultural Awareness Journey. You may want to encourage your students to enroll in a cultural diversity course as an elective, if such as course is not a basic requirement. Also mention that they might want to take an entire course dealing with a particular ethnic/cultural group either their own group or a group different from them. Appreciating one's own culture, and learning about other cultures, will hardly be accomplished in one chapter. But it can be the beginning that will lead to greater self-awareness and understanding of cultural diversity.

6. The criteria of self-awareness, self-fulfillment, and self-discovery are important measures in most counseling sessions.
- Strongly disagree Disagree Agree Strongly agree
7. Promoting a client’s sense of psychological independence is usually a safe goal to strive for in most counseling situations.
- Strongly disagree Disagree Agree Strongly agree
8. How would you react to the following statement? In general, counseling services should be directed toward assisting clients to adjust to stressful environmental situations.
- Strongly disagree Disagree Agree Strongly agree
9. Psychological problems vary with the culture of the client.
- Strongly disagree Disagree Agree Strongly agree
10. There are some basic counseling skills that are applicable to create successful outcomes regardless of the client’s cultural background.
- Strongly disagree Disagree Agree Strongly agree

Multicultural Knowledge (#11–20)

At the present time, how would you rate your own understanding of the following terms:

11. Culture
- Very limited Limited Good Very good
12. Ethnicity
- Very limited Limited Good Very good
13. Racism
- Very limited Limited Good Very good
14. Prejudice
- Very limited Limited Good Very good
15. Multicultural Counseling
- Very limited Limited Good Very good
16. Ethnocentrism
- Very limited Limited Good Very good
17. Cultural Encapsulation
- Very limited Limited Good Very good
18. In counseling, clients from different ethnic/cultural backgrounds should be given the same treatment that White mainstream clients receive.
- Strongly disagree Disagree Agree Strongly agree

19. The difficulty with the concept of “integration” is its implicit bias in favor of the dominant culture.

Strongly disagree Disagree Agree Strongly agree

20. Racial and ethnic persons are underrepresented in clinical and counseling psychology.

Strongly disagree Disagree Agree Strongly agree

Multicultural Skills (#21–30)

21. How would you rate your ability to conduct an effective counseling interview with a person from a cultural background significantly different from your own?

Very limited Limited Good Very good

22. How would you rate your ability to effectively assess the mental health needs of a person from a cultural background significantly different from your own?

Very limited Limited Good Very good

23. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by a client in a counseling setting?

Very limited Limited Good Very good

24. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?

Very limited Limited Good Very good

25. In general, how would you rate your skill level in terms of being able to provide appropriate counseling services to culturally different clients?

Very limited Limited Good Very good

26. How would you rate your ability to effectively secure information and resources to better serve culturally different clients?

Very limited Limited Good Very good

27. How would you rate your ability to accurately assess the mental health needs of women?

Very limited Limited Good Very good

28. How would you rate your ability to accurately assess the mental health needs of men?

Very limited Limited Good Very good

29. How well would you rate your ability to accurately assess the mental health needs of older adults?

Very limited Limited Good Very good

30. How well would you rate your ability to accurately assess the mental health needs of persons who come from very poor socioeconomic backgrounds?

Very limited Limited Good Very good

Utilizing This Self-Assessment Inventory as a Pretest and Posttest

Once you've finished the above self-assessment inventory, look at the specific items you rated as "very limited" and use them to identify areas that need strengthening. The aim of this survey is to assess where you are now with respect to multicultural awareness, knowledge, and skills. After initially taking the MAKSS, review specific areas of strength and weakness in the domains of awareness, knowledge, and skills. Do you notice any differences among these three areas? Which areas do you see yourself as having the most strengths? Which areas need the most improvement? Do you have any ideas of how you can go about increasing your levels of multicultural competence in these domains? Reading in the area of multicultural counseling is one way to begin increasing your ability to work in multicultural situations. Taking this instrument both at the beginning and again at the end of your course will provide a framework for identifying any changes that occur in your multicultural awareness, knowledge, and skills.

*The MAKSS has been developed by Michael D'Andrea, Ed.D., Judy Daniels, Ed.D., and Ronald Heck, Ph.D., Department of Counselor Education, University of Hawaii, Manoa, 1776 University Ave., WA2-221, Honolulu, Hawaii 96822; (808) 956-7904. Used by permission.

10. **Social Justice Competencies.** Provide students with a copy of the ACA Advocacy Competencies that were developed by Lewis, Arnold, House, and Toporek in 2002. Have students divide into small groups and assign each one an oppressed or underserved client population. Ask each group to apply the ACA Advocacy Competencies to their client population and brainstorm ideas about how they might intervene at the Client/Student Level, the School/Community Level, and the Public Arena Level. Once the groups convene, have volunteers from each small group summarize their ideas. Once all of the groups have presented, you can bring closure to the exercise.

Chapter 8—Ethical and Legal Issues Facing Helpers

1. Ethical Decision Making. A unifying theme in this chapter is to get your students to think about how they can make informed ethical decisions. You might pose the following to your students, asking them to explore these questions in a small group:

As a professional helper, how will you determine what is ethical and what is unethical? Think about how you will go about developing your guidelines for ethical practice, and make up a list of behaviors that you judge to be unethical. After you've thought through this issue by yourself, you may want to explore your approach with fellow students.

2. Codes of Ethics of the Various Professional Organizations

We suggest that you devote some time to having your students study the codes of ethics of one or more of the professional organizations. Encourage them to examine the assets and limitations of these codes. As your class thinks about these codes of ethics, have them look for the standards that they find most helpful. Also, have students identify any areas of possible disagreement that they might have with a particular standard. Remind them that if their practice goes against a specific ethics code, they must have a rationale for their course of action and there may be consequences for violating the codes. Copies of the codes of ethics of the different professional organizations can be downloaded from the Web sites listed below:

American Counseling Association (ACA)
ACA Code of Ethics (2005)

Web site: <http://www.counseling.org>

American Psychological Association (APA)

Ethical Principles of Psychologists and Code of Conduct (APA, 2002)

Web site: <http://www.apa.org>

National Association of Social Workers (NASW)

NASW Code of Ethics (2008)

Web site: <http://www.socialworkers.org>

American Association for Marriage and Family Therapy (AAMFT)

AAMFT Code of Ethics (2001)

Web site: <http://www.aamft.org>

National Organization for Human Services (NOHS)

Ethical Standards of Human Service Professionals (NOHS, 2000)

Web site: www.nationalhumanservices.org

Codes of Ethics

The ethics codes listed below are reproduced in a supplement to this textbook titled *Codes of Ethics for the Helping Professions* (4th Edition, 2011), which is available at a nominal price when ordered as a bundle option with this textbook. Alternatively, you may obtain particular codes of ethics by contacting the organizations directly.

1. **American Counseling Association:** *Code of Ethics*, ©2005
2. **National Board for Certified Counselors:** *Code of Ethics*, ©2005
3. **Commission on Rehabilitation Counselor Certification:** *Code of Professional Ethics for Rehabilitation Counselors*, ©2010
4. **National Association of Alcohol and Drug Abuse Counselors:** *Code of Ethics*, ©2008
5. **Canadian Counselling Association:** *Code of Ethics*, ©2007
6. **American School Counselor Association:** *Ethical Standards for School Counselors*, ©2004
7. **American Psychological Association:** *Ethical Principles of Psychologists and Code of Conduct*, ©2002
8. **American Psychiatric Association:** *The Principles of Medical Ethics With Annotations Especially Applicable to Psychiatry*, ©2008
9. **American Group Psychotherapy Association:** *Ethical Guidelines for Group Therapists*, 2002
10. **American Mental Health Counselors Association:** *Code of Ethics*, ©2000
11. **American Association for Marriage and Family Therapy:** *Code of Ethics*, ©2001
12. **International Association of Marriage and Family Counselors:** *Ethical Code*, ©2005
13. **Association for Specialists in Group Work:** *Best Practice Guidelines*, ©2008
14. **National Association of Social Workers:** *Code of Ethics*, ©2008
15. **National Organization for Human Services:** *Ethical Standards of Human Service Professionals*, ©2000
16. **Feminist Therapy Institute:** *Feminist Therapy Code of Ethics*, ©2000

17. American Music Therapy Association: *Code of Ethics*, ©2008

Casebooks

In addition to requiring your students to become familiar with the ethics codes of the various professional organizations, you might find the following ethics casebooks of the professional organizations useful in preparing for your classes. These casebooks illustrate standards and apply them to specific situations. There are case vignettes, articles, and discussions of ways to interpret specific sections of the codes in practical ethical dilemmas. The casebooks you may want to order for your uses are:

- **For the American Counseling Association**

ACA Ethical Standards Casebook (Sixth Edition)

Barbara Herlihy and Gerald Corey (2006)

This casebook, geared to the revised 2005 ACA Ethics Code is designed to provide a foundation for analytic evaluation of the standards in applying these principles in work with diverse client populations. It contains illustrative vignettes that encourage discussion and distinguish ethical practice from questionable or unethical practice. Twenty original case studies (written by various authors) clarify complex areas of ethical conduct.

- Order from the American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
1-800-422-2648 x222
<http://www.counseling.org>
The ACA online store is at:
<http://www.counseling.org/Source/Orders/index.cfm?Section=Store>

- **For the American Psychological Association**

Ethics in Plain English: An Illustrative Casebook for Psychologists (2nd ed.),
Thomas F. Nagy (2005)

This casebook shows how to apply the principles of 2002 revised standards of APA's Ethics Code to the ethical dilemmas psychologists encounter in their work. Case studies illustrate how the standard might be applied to real life situations.

- Order from the American Psychological Association
Book Order Department
P. O. Box 92984
Washington, DC 20090-2984
1-800-374-2721
<http://www.apa.org/books>
Web page for ordering: <http://www.apa.org/books/ordering.html>

- **For the American Association for Marriage and Family Therapy**
Ethics in Marriage and Family Therapy, Robert Woody and Jane Woody (2001)
Users Guide to the AAMFT Code of Ethics, Robert Woody and Jane Woody (2001)
 - Order from the American Association for Marriage and Family Therapy
 American Association for Marriage and Family Therapy
 112 South Alfred Street
 Alexandria, VA 22314-3061
 Telephone: (703) 838-9808
<http://www.aamft.org>

- **For the National Association of Social Workers**
Ethical Standards in Social Work: A Review of the NASW Code of Ethics
 Frederic Reamer (1998)
 This casebook provides guidance for practice in a variety of areas. Using many case examples, this practical guide offers a foundation for making ethical decisions and for minimizing malpractice risks.
 - Order from the National Association of Social Workers
 750 First Street, N. E., Suite 700
 Washington, DC 20002-4241
 Order by Telephone: (800) 227-3590
<http://www.NASWpress.org>

Chapter 9—Managing Boundary Issues

1. Some say that dual relationships are inevitable, pervasive, and unavoidable and have the potential to be either beneficial or harmful. Form two teams and debate the core issues. Have one team focus on the potential benefits of dual relationships and argue that they cannot be dealt with by simple legislative or ethical mandates. Have the other team argue the case that dual relationships are unethical because they have the potential for bringing harm to clients and that there are other and better alternatives.

2. Take some time to review the ethics codes of the various professional associations as they apply to two areas: (a) dual relationships in general and (b) sexual intimacies with present or former clients. Have several students team up to analyze different ethical codes, make a brief presentation to the class, and then lead a discussion on the code's value.

3. Review the discussion on both social and sexual relationships with former clients. Form two teams, and have students debate the issue of whether either social or sexual relationships with former clients should be allowed after a specific length of time.

4. Form small groups to explore the core issues involved in some of the cases in this chapter. Have students role-play the cases, and then discuss the implications. Acting out the part of the therapist and the client is bound to enliven the discussion and give students a different perspective on the case. Feel free to embellish on the details given in the cases.

5. Divide the class into a number of small groups, and ask each group to develop a case in which an ethical dilemma involving a dual relationship surfaces. Ensure that each group chooses a different dilemma. Have students come up with a title for their case, creative names for the therapist and the client, and interesting points that will make the case a good discussion tool. Each group can act out its case in class and lead a general discussion.

Chapter 10—Getting the Most from Your Fieldwork and Supervision

1. As a small-group discussion activity, have students explore the topic of how they see themselves in relation to the educational system of which they are a part.

Instructions for students: Discuss the implications your style as a learner may have for the style you'll develop when you work for some institution or agency. Some questions for exploration are: "How active am I in the process of my own education? What specific things do I do to make my education more meaningful? Am I willing to talk with instructors if I feel that they aren't offering me a valuable course? Am I willing to suggest constructive alternatives if I'm dissatisfied with a class or with my program? Do I often feel powerless as a student and thus assume the stance that there's nothing I can do to really change the things I think most need changing?" After you've had enough time to discuss this issue in small groups, the class will reconvene and compare results. Are there any common characteristics between your learning style and that of your classmates? How might these characteristics affect the way you work in a system as a professional?

2. **Small Group Ideas.** The questions below can catalyze small group discussions. Before asking these questions of the entire class, we suggest using small groups to encourage students to get involved and to talk with a few students as a way to build trust in the class. Each time you organize small group activities, you can ask students to select classmates that they have **not** been with before. This will help them get to know one another. A few questions that we often use early in a course are listed below:

- What are your expectations as you approach this course? What would you most like to learn?
- What are some turning points in your educational journey so far?
- What might get in the way of you getting the most from college or from your graduate program?
- How do you feel about making mistakes? As a learner, can you identify any mistakes you've made? What have you learned from them?
- Do you see failure as being fatal? Or do you see it as a part of striving for success? Identify some failures in your life and talk about how this has affected you.
- How might you want to be a different kind of learner in this particular course?
- How much of yourself are you willing to invest in your program and in this course? What are a few specific steps you can take now to make sure you get the most from your program that you can use as a helper?

It is a good idea to vary discussion formats sometimes using dyads or triads, and sometimes small groups. Using different combinations of group structures keeps students from getting stuck in a routine. You may want to suggest that males meet in a group and females meet in another group and discuss the questions listed above.

Chapter 11—Stress, Burnout, and Self-Care

This chapter is a relatively easy one to get discussions going among students. We think it is useful to ask students to reflect on how they are currently coping with stress in their role as student in order to predict how they will be able to manage stress as a helping professional. The chapter contains a fair number of examples from clinicians in the field, which give this chapter a realistic bent.

Rather than list additional suggested activities for this chapter, we'll make a few suggestions of how to make fullest use of the existing material and exercises that are already in this chapter.

1. **Identifying Self-Defeating Internal Dialogue.** On pages 309-312, there is a discussion of self-talk that commonly gets us into trouble. A useful exercise is to ask students to provide their own examples of their self-defeating thinking. Students can come up with examples from their own lives of faulty thinking. What is the underlying self-statement? After they identify a faulty self-statement, the emphasis can be on disputing their beliefs and ultimately modifying a faulty belief into a constructive one. Examples are provided on pages 311-312. Students can work with their own beliefs, thus personalizing this material. This can be done effectively in small groups or as a part of a journal-writing activity.

2. **Keeping Alive!** In this chapter, we discuss the importance of monitoring yourself as a way to prevent burnout and we present some strategies for burnout prevention. This would be a good time to challenge students to come up with their own list of strategies they can use for keeping themselves alive both personally and professionally. Journal-writing activities are especially useful for this topic. On pages 326-327 readers are challenged to devise their own personal strategy for self-care. This could be a most useful exercise for students to complete and bring to class for group discussion.

3. **Self-Care Project.** Since it is easy for many helping professionals to put off taking care of themselves due to their demanding schedules, there is no time like the present for students to get started working on their self-care! You could assign students a self-care project. Have students give you a proposal in writing early in the semester that states their self-care goal, and how they plan to achieve the goal, as well as a timeline for accomplishing their goal. Stress the importance of them identifying a new goal and frame it as an opportunity for them to try something new or learn something that they've always wanted to learn but never found the time for. Have them keep a journal documenting their progress throughout the semester, and at the end of the term (perhaps the last day of class), each student can share his or her self-care project with the class. Depending on how much weight this assignment will be given relative to their other assignments, you can have students write a paper about their self-care topic. By doing this experiential activity, students will surely become sensitized to what it is like for clients who are working towards certain goals.

Chapter 12—Working with Groups

1. You might want to get a copy of the "Best Practice Guidelines" [ASGW, 2008]. This and other relevant documents are available from ASGW and they could be of use to students who are especially interested in group work. You could facilitate a discussion of ethical issues that

your students might one day encounter as group leaders. You could create some case scenarios and have the students identify the ethical issues involved in each case.

2. If the students will **not** be shown the *Evolution of a Group* DVD in their group course, show the DVD in class in two parts, so that you can take time during each class period to process with the students what they are observing and feeling. Have them reflect on what it would be like for them to be a part of the group shown in the DVD as well as a group in general. You could have them write a journal entry in which they share their reactions to the group DVD.
3. Students could be asked to identify the qualities of their “ideal” co-leader as well as the qualities of a co-leader who would not be a good match for them. They should be able to support their responses with a rationale. Students could then discuss this in small groups.

Chapter 13—Working in the Community

1. Exercise on Educating Clients about the Helping Process. For small group interaction, ask students to think of ways they could deal with reluctance from potential clients they are likely to meet. Although people may need various levels of assistance, they may not be aware of how some of these services could benefit them. Ask students to explore in groups what strategies they might use to get through the resistance that people have toward asking for psychological assistance. Ask students how they are likely to respond to clients who have questions such as: What will people think if they know that I’m seeking professional help? Shouldn’t I really be able to solve my problems on my own? Isn’t it a sign of weakness that I need others to help me? After students have thought through their responses, they can share them in dyads or in small groups.

2. Community Resources. The goal of this activity is to assist students in becoming familiar with community resources.

Instructions for students: How aware are you of the resources that exist in your community? Would you know where to refer clients for special help? How aware are you of the support systems that exist in your community? Individually or with other students, investigate a comprehensive community mental-health center in your area. In doing so, find the answers to questions such as these:

- Where would you send a family who needed help?
- What facilities are available to treat drug and alcohol abuse?
- What kinds of crisis intervention are available? What are some common crises?
- Are health and medical services available at the center?
- What groups are offered?
- Is individual counseling available? For whom? At what fee? Long-term? Short-term?
- Where would you refer a couple seeking marital counseling?
- Are hot-line services available?
- What provisions are there for emergency situations?
- What do people have to do to qualify for help at the center?

3. Interview Activity. Several students can interview a variety of professionals in the mental-health field about the major problems they encounter in their institution. What barriers do they meet when they attempt to implement programs? How do they deal with obstacles or red tape? How does the system affect them? You can divide this task up so that a wide range of professionals and paraprofessionals are interviewed, including some who have been in the same

job for a number of years and others who are just beginning. It would be interesting to compare the responses of experienced and inexperienced personnel. The students who do the interviewing can share their impressions and reactions without revealing the identities of the persons interviewed.

4. **Skills in Community Intervention.** In small groups, develop a list of skills human service professionals need to have to effectively work in the community. Each group should then identify an example of how those skills can be applied in community work. Discuss ways that you can best acquire or refine these skills. A suggested way of setting up these small group discussions might be:

Once you recognize the need for change within an organization, you've already taken an important step toward responding to an unacceptable situation. What other ways might you respond after recognizing that a problem exists within the organization for which you work? Identify skills you would need to have in order to make the desired changes. What are some ways that you can make changes in a system? How might you go about developing strategies for getting support from co-workers if you were interested in changing an agency?

5. **Helper Roles in the Community.** Reflect on and discuss alternative roles human service professionals might play in working in the community. Ask yourself which of the following roles you think you could assume as a community worker: (a) change agent, (b) consultant, (c) advisor, (d) advocate, (e) facilitator of indigenous support systems, and (f) facilitators of indigenous healing systems. In small groups discuss the roles you'd feel most and least comfortable adopting.

6. **Exercise in Crisis Intervention.** For this exercise, begin by working in dyads. One student assumes the role of a person in some type of crisis. The student who will role-play the client should be able to identify in some way with the crisis situation. The other student becomes the crisis counselor and conducts an intake interview that does not exceed 15 minutes. Alternatively, a crisis situation can be presented to the entire class, and several students can show what immediate interventions they would make. Students who participate as counselors should be given feedback, and alternative intervention techniques should be discussed.