

# Developing Multicultural Counseling Competence 4th Edition PDF

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### DEVELOPING MULTICULTURAL COUNSELING COMPETENCE *A Systems Approach*

DANICA G. HAYS    BRADLEY T. ERFORD



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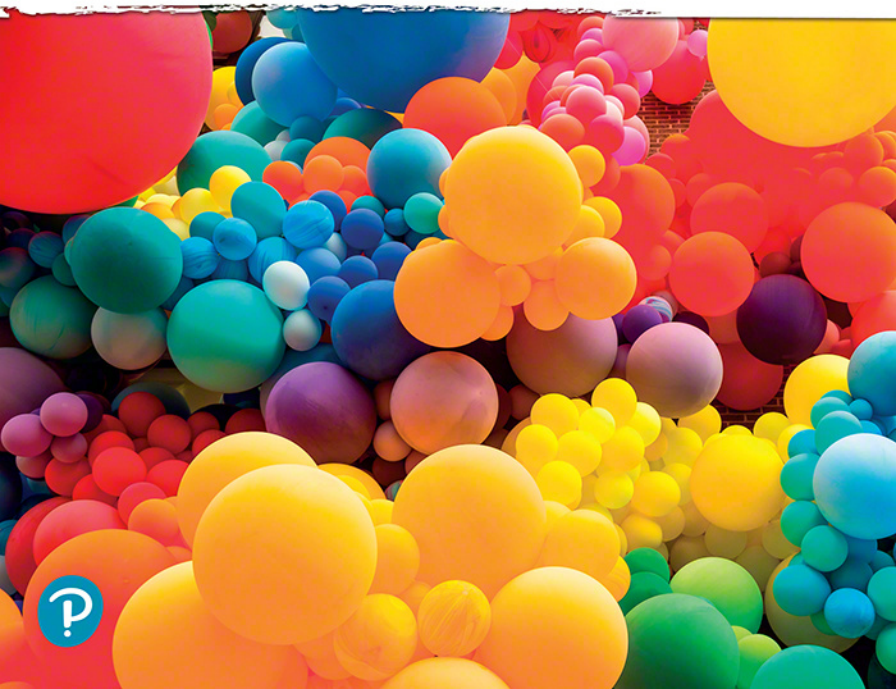
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4TH EDITION

# DEVELOPING MULTICULTURAL COUNSELING COMPETENCE

*A Systems Approach*

DANICA G. HAYS    BRADLEY T. ERFORD



*Fourth Edition*

# DEVELOPING MULTICULTURAL COUNSELING COMPETENCE

A SYSTEMS APPROACH

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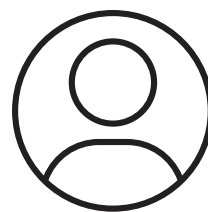
*For those we have lost in the struggle for peace.*

—dgh

*This effort is dedicated to The One: the Giver of energy, passion, and understanding;  
Who makes life worth living and endeavors worth pursuing and accomplishing; the  
Teacher of love and forgiveness.*

—bte

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# PREFACE

Becoming culturally competent is a lifelong process. It is both a personal and professional journey of cultural understanding and systemic advocacy. It is a personal as well as a professional journey in that we are constantly striving for meaning as cultural beings. We define culture in terms of the intersections among our race, ethnicity, nationality, geographic origin, gender, sexual and affectional orientation, education level, family values, language, immigration history, social class, socioeconomic level, ability status, and spirituality, to name only a few ways. At times culture may be visible: our race or gender might be quite apparent to others. However, culture is not always visible; it may be a shared history of kinship, community practices and norms, discrimination, historical and political power, or resilience. Developing multicultural competence is a professional journey in that it involves promoting optimal counseling relationships, processes, and outcomes among individuals of unique cultural identities. This practice may occur in the counseling session and in the larger community.

Many concepts are related to the process of developing multicultural counseling competence: self-awareness; sensitivity to diversity, equity, and inclusion; knowledge of cultural values; and social advocacy. The core of developing multicultural counseling competence is possessing awareness, knowledge, and skills related to each of these concepts. It is also recognizing resilience in our clients as well as in ourselves. Resilience grows from adversity and can be supported through reclaiming cultural ways of knowing and being. Oftentimes, the cultural values and identities we possess are partly a product of our resilience from systemic barriers. We build community by identifying individual and shared social, political, and historical experiences, as well as affirming others' experiences within a multicultural world.

Developing multicultural counseling competence challenges us to do what we ask of our clients: to aspire to greater personal insight about what makes us members of various cultural groups and to examine the ways we are shaped by familial, community, and historical systems. Multicultural counseling competence involves allowing ourselves to be vulnerable and to reflect on our personal wounds, addressing mixed emotions of anger, grief, sadness, guilt, shame, and many others that accompany our privilege and oppression experiences. To this end, developing multicultural counseling competence means acknowledging our resistance to engage in lifelong cultural learning and reveal how our privilege and oppression experiences affect our relationships with others. Only after we engage in self-exploration, experience the consequences, and begin to change because of these consequences, can we be free to understand and counsel others. Social advocacy starts when we connect our personal growth and initiative to change the status quo for those unjustly affected within various social systems by forms of oppression such as structural racism, sexism, heterosexism, classism, ableism, and ageism.

## ORGANIZATION OF TEXT

This text is intended to facilitate the journey of developing multicultural counseling competence. Each of the 18 chapters is infused with several self-development opportunities that foster an increase in awareness, knowledge, and skills for understanding cultural makeup and privilege and oppression experiences, understanding others of diverse identities and experiences, and engaging in facilitative counseling relationships. These opportunities are outlined in boxes inset throughout the text and include case studies, classroom and outside activities,

self-reflection activities, tables, figures, and knowledge-building exercises. In addition, “Voices from the Field” are included throughout the text to highlight student, client, practitioner, and scholar perspectives on various cultural topics.

The text is divided into four sections that build on one another. Foundational aspects of multicultural counselling competence are presented in Section One. Some of the major constructs described in multicultural counseling scholarship over the past several decades are described. The authors of Chapter 1 (Hays & Gay) provide an overview of key multicultural terms, U.S. demographic information and rates of mental illness, and the processes that competent counselors should be aware of as they work toward a systems approach in developing multicultural competence. The unique manifestations in counseling of clients’ cultural experiences are introduced, including the role of communication and contextual variables such as inaccessibility of services, stigma and mistrust, prejudice and discrimination, immigration, acculturation and enculturation, and individual and collective trauma. After presenting an approach to multicultural counseling competence that incorporates individual, family, community, and historical systems, key ethical considerations in multicultural counseling are presented. Cartwright and Hammonds (Chapter 2) integrate some of these foundational aspects of multicultural competence and present several cultural identity development models. These models highlight racial, ethnic, gender, sexual, and spiritual identity development among counselors as well as clients. This chapter specifically highlights that cultural identity can develop only in reflection of one’s social, political, and historical contexts.

With a fundamental knowledge of key multicultural constructs and interpersonal processes relevant to counseling, the reader is presented in Section Two with scholarship of how differential amounts of power, access, advantage, and social status are available to clients based on cultural makeup. Because shared contemporary and historical experiences of privilege and oppression partly guide our personal development and thus cultural values for the cultural groups to which we belong, it is imperative the origins of and rationale for social injustices and subsequently social advocacy are discussed. Specifically, Section Two opens with a discussion of social justice counseling, the fifth force of counseling (Chapter 3, Gnilka et al.) and continues with a focus on racism, White supremacy, and White privilege (Chapter 4, Hays & Shillingford-Butler), gender and sexism (Chapter 5, Singh & Mingo), sexual and affectional orientation and heterosexism (Chapter 6, Chaney & Brubaker), social class and classism (Chapter 7, Clark), and disability, ableism, and ageism (Chapter 8, Berens). Discourse for each newly presented form of privilege and oppression integrates that of previous chapters so the reader can better understand how clients may have unique combinations of privileged and oppressed statuses.

Section Three incorporates various privilege and oppression experiences into the framework of counseling multicultural populations that include individuals and families of African/African American, Arab/Arab American, Asian/Asian American, Latin/Latin American, Native American, European/European American, and multiracial backgrounds. Specifically, common cultural values, support systems, mental health concerns, and culturally specific interventions are presented in Chapters 9 through 16. The authors of Chapter 9 (Bounds et al.) outline Black culture and values that characterize families, couples, children, Black middle-class individuals, males and females, elderly people, and Black LGBTQ+ individuals. Common mental health issues and support systems are presented, and an Afrocentric psychological perspective and Black psychology are described. Nassar and Dari (Chapter 10) provide information about the immigration history, cultural values, role of Islam, discrimination and resilience experiences, and individual differences in acculturation, ethnicity, and gender identity of Arab

Americans. In addition, best practices for working with individuals and families of Arab and Arab American descent are provided.

Luu et al. (Chapter 11) outline heterogeneity among Asian Americans, shared cultural values, individual differences based in differential experiences of immigration, enculturation and acculturation, ethnicity and race, gender roles, and sexual identity. Guidelines for working with individuals and families of Asian and Asian American descent are presented in the context of common mental health concerns and help-seeking and coping behaviors. In articulating multiculturally competent practice with individuals and families of Latin descent, Storlie (Chapter 12) discusses the four major Latin American groups, Latino/a/x values, and individual differences with respect to immigration, generational, and socioeconomic statuses. After articulating mental health issues related specifically to Latin Americans negotiating their cultural identities, counseling considerations across the life span are discussed. The final commonly presented racial/ethnic minority group, Native Americans, is described in Chapter 13 (Turner et al.). Turner et al. present an account of Native American history, common social and political issues, Native American values, and guidelines for counseling Native American clients. McMahon et al. (Chapter 14) offer the reader a conceptualization of the evolution and maintenance of the “White American ethnic,” describing European American history and heterogeneity, experiences of European immigrants, and counseling considerations for European and European American descent individuals and families. McDonald (Chapter 15) provides information on counseling individuals and families of multiracial descent. Definitional, historical, and clinical perspectives for addressing the experiences of this growing population are provided. Section Three closes with a chapter on spiritual diversity (Chapter 16, Cashwell & Giordano). Cashwell and Giordano highlight important cultural dimensions universal to individuals and families of racially and ethnically diverse backgrounds.

The final section of the text is intended to challenge the reader to think about how multicultural client concerns can be conceptualized. With an understanding of current social and political issues as well as racially and ethnically specific cultural values and counseling practices, it is imperative to consider how cultural awareness, knowledge, and skills manifest in counseling practice. Chapter 17 (La Guardia) connects the concept of worldview and introduces alternative approaches to the development of theory in multicultural counseling. Specifically, applications of counseling theory across cultures are presented. The text concludes in Chapter 18 (Kress et al.) as concerns of misdiagnosis and ethnocentric views on normality and psychopathology are raised to challenge the reader to be cautious when applying a diagnostic label for culturally diverse groups that typically experience social injustices, including racial and ethnic minorities and females. The authors provide some solutions for culturally competent case conceptualization and diagnosis.

## NEW TO THIS EDITION

- **State of the research:** Each chapter now includes a concise review of recent trends in the research associated with the chapter’s topic. In addition to identifying trends and sources for further discussion, these sections also indicate areas within the content that will require further research in the coming years, helping students discover potential research topics and frameworks that can be applied in their own careers.
- **Attention to intersectionality:** We now include an expansive discussion of intersectional considerations so that counselors can readily apply learning regarding identity development and privilege and oppression experiences.

- **New integration of Multicultural and Social Justice Advocacy Counseling Competencies:** Chapters include more in-depth application of the Multicultural and Social Justice Counseling Competencies, particularly in the counseling implications section of each chapter.
- **New focus on White supremacy:** Beginning with Chapter 4 and continuing throughout the text, we address directly the role of White supremacy on the communities examined. By identifying the effects of a legacy of White supremacy, the text will enable students to see its continued impact on day-to-day life and use an appropriate framework to address it within their practice and throughout their careers.
- **Expansive focus on gender:** We provide a deeper focus on the complexities of gender and gender identity, including highlighting considerations for affirmative counseling trans and nonbinary individuals of intersecting identities.
- **Learning outcomes:** To support comprehension and to identify key concepts, each chapter includes between 4 and 8 Learning Outcomes. Grouped at the beginning of each chapter, they are repeated within the chapter under the heading with the content to which it refers.

## KEY CONTENT UPDATES BY CHAPTER

**Chapter 1:** The chapter includes updated U.S. population demographics by race and ethnicity, nationality, age, socioeconomic status, as well as data regarding intersecting cultural identities (e.g., gender and socioeconomic status). In addition, we include a new table that outlines major mental disorder rates by cultural identity (i.e., gender, race and ethnicity, sexual orientation, age). Furthermore, the chapter opens with a new activity to sharpen reflective, active listening, and self-care skills that can be employed as readers build their multicultural social justice competency.

**Chapter 2:** In addition to a shift in discussion of transgender identity development models to the gender identity development section, we introduce two additional transgender models since the last edition. Additional models related to spiritual identity development as well as sexual identity development are also included in the chapter.

**Chapter 3:** Along with updated media resources and an updated historical timeline of social advocacy in counseling, this chapter includes a new section related to social justice and mental health and presents a greater application of the Multicultural and Social Justice Advocacy Counseling Competencies to social justice advocacy.

**Chapter 4:** In this chapter, White supremacy and its link to White privilege are introduced. Additional new terms are also included in this chapter, such as *anti-racism* and *ally*. Furthermore, we discuss the role of White supremacy and racism in immigration today and update the historical timeline of combatting racism for people of color.

**Chapter 5:** In an effort to broaden the discussion of gender and gender identity, terms such as cisgender and nonbinary individuals are introduced. New sections regarding counseling transgender and nonbinary individuals and examining the role of White colonization in perpetuating sexism are included.

**Chapter 6:** Counseling strategies for working with clients who are LGBTQ+ are expanded, including a focus on LGBTQ+ affirmative counseling. Furthermore, this chapter significantly extends the discussion of how sexual and affectional orientation intersect with race and ethnicity, gender, age, educational status, social class, spirituality, and relationship status.

**Chapter 7:** The construct of social class, and its relationship to socioeconomic status, is introduced in this edition. In addition, advocacy strategies to address poverty are updated to reflect the Multicultural and Social Justice Advocacy Counseling Competencies.

**Chapter 8:** In this chapter, strategies for fostering counselor competency to address the impact of ableism are expanded. Furthermore, intersectional considerations when counseling older adults have been added.

**Chapter 9:** Discussion of the discrimination experiences for Black individuals and families, along with clinical interventions, has been expanded in this edition.

**Chapter 10:** This chapter has been updated to reflect contemporary events affecting individuals and families of Arab and Arab American descent.

**Chapter 11:** In this chapter, there is greater focus on intersectional considerations when counseling individuals and families of Asian and Asian American descent. In addition, media resources about Asian American culture have been updated in this edition.

**Chapter 12:** Updated statistics regarding mental and physical health issues for those of Latin and Latin American descent are provided. Furthermore, new data regarding employment trends are included.

**Chapter 13:** This chapter includes new information regarding intersectional considerations when counseling individuals and families of Native descent. Additional information regarding helping clients to heal from historical trauma is also provided.

**Chapter 14:** Information regarding White supremacy and its development and sustainment among individuals and families of European and European American descent is new to this edition. Additional discussion of multicultural and social justice counseling strategies with White clients is also provided.

**Chapter 15:** In this chapter, scholarship regarding the intersecting influences of sexual orientation and gender for multiracial individuals was added. A new lifespan model of multiracial identity development is also included.

**Chapter 16:** Counseling considerations for integrating spirituality are bolstered in this chapter, with updated case studies to reflect contemporary issues in spiritual identity.

**Chapter 17:** More strategies for using traditional counseling theoretical approaches with culturally diverse clients are included in this edition.

**Chapter 18:** In this chapter, updated information on prevalence data and culturally responsive diagnoses is provided. A new section of referring clients is also included.

## PEDAGOGICAL FEATURES

The text has several pedagogical features to extend student learning.

**Activities** provide students the opportunity to apply key chapter content to their lives and careers.

**Reflections** include prompts for students to consider chapter material in a more personal way, such as opportunities to consider their own cultural identities and multicultural and social justice-related experiences.

**Case Studies** illustrate various counseling concerns of actual or hypothetical clients to show how chapter material can be applied to working with them in a multicultural and social just manner.

**Review Questions** are included at the conclusion of each chapter to help students recall, synthesize, and apply learning within a respective chapter.

**Voices from the Field** highlight real perspectives from counseling practitioners and trainees on a variety of multicultural and social justice counseling topics to elucidate how chapter material applies to clients.

## **LEARNING MANAGEMENT SYSTEM (LMS)- COMPATIBLE ASSESSMENT BANK, AND OTHER INSTRUCTOR RESOURCES**

### **LMS-Compatible Assessment Bank**

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard (9780137473892), Canvas (9780137473922), D2L (9780137474004), and Moodle (9780137474127). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes** Each chapter learning outcome is the focus of a Learning Outcome Quiz that is available for instructors to assign through their Learning Management System. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.
- **Application Exercises** Each chapter provides opportunities to apply what you have learned through Application Exercises. These exercises are usually short-answer format and when used in the LMS environment, a model response written by experts is provided after you submit the exercise. This feedback helps guide your learning and can assist your instructor in grading.
- **Chapter Tests** Suggested test items are provided for each chapter. When used in the LMS environment, multiple-choice questions are automatically graded, and model responses are provided for short answer and essay questions.

**Instructor’s Manual (9780137474141)**

The Instructor’s Manual is provided as a Word document and includes resources to assist professors in planning their course.

**PowerPoint® Slides (9780137474158)**

PowerPoint® slides are provided for each chapter and highlight key concepts and summarize the content of the text to make it more meaningful for students. Often times, these slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate and deepen their understanding of chapter topics. Note: All instructor resources—LMS-compatible assessment bank, instructor’s manual, and PowerPoint slides are available for download at [www.pearsonhighered.com](http://www.pearsonhighered.com). Use one of the following methods:

- From the main page, use the search function to look up the lead author (i.e., Hays), or the title (i.e., *Developing Multicultural Counseling Competence*). Select the desired search result, then access the “Resources” tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the “Downloadable Resources” tab.

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# BRIEF CONTENTS

## SECTION ONE The Foundations of Multicultural Counseling 1

- Chapter 1** The Culturally Competent Counselor  
■ Danica G. Hays and Jan L. Gay 2
- Chapter 2** Cultural Identity Development  
■ Angie D. Cartwright and Dominique S. Hammonds 46

## SECTION TWO Social Advocacy 81

- Chapter 3** Social Justice Counseling  
■ Philip B. Gnilka, Caroline O'Hara, and Catherine Y. Chang 82
- Chapter 4** Racism and White Supremacy  
■ Danica G. Hays and Ann Shillingford-Butler 110
- Chapter 5** Gender and Sexism  
■ Anneliese A. Singh and Taryne M. Mingo 156
- Chapter 6** Sexual and Affectional Orientation and Heterosexism  
■ Michael P. Chaney and Michael D. Brubaker 189
- Chapter 7** Social Class and Classism  
■ Madeline Clark 225
- Chapter 8** Disability, Ableism, and Ageism  
■ Debra E. Berens 267

## SECTION THREE Counseling Multicultural Populations 301

- Chapter 9** Individuals and Families of African and African American Descent  
■ Patrice S. Bounds, Ahmad R. Washington, and Malik S. Henfield 302
- Chapter 10** Individuals and Families of Arab and Arab American Descent  
■ Sylvia C. Nassar and Tahani Dari 335
- Chapter 11** Individuals and Families of Asian and Asian American Descent  
■ Linh P. Luu, Arpana G. Inman, and Alvin N. Alvarez 373
- Chapter 12** Individuals and Families of Latin and Latin American Descent  
■ Cassandra A. Storlie 419

- Chapter 13** Counseling Individuals and Families of Native American Descent  
■ Sherri L. Turner, Carolyn A. Berger, Amanda F. Peterson, and Maddy C. Kern 456
- Chapter 14** Individuals and Families of European and European American Descent  
■ H. George McMahon, Pamela O. Paisley, Bogusia Skudrzyk, and Chelsea Scoffone 495
- Chapter 15** Individuals and Families of Multiracial Descent  
■ C. Peeper McDonald 535
- Chapter 16** Spiritual Diversity  
■ Craig S. Cashwell and Amanda L. Giordano 570

## **SECTION FOUR Multicultural Conceptualization 603**

- Chapter 17** Using Counseling Theories in Multicultural Contexts  
■ Amanda C. La Guardia 604
- Chapter 18** Multicultural Diagnosis and Conceptualization  
■ Victoria E. Kress, Laura R. Shannonhouse, and Christina M. Woloch 633

*Appendix Multicultural and Social Justice Counseling Competencies 671*

*References 681*

*Index 739*

# CONTENTS

*About the Editors* xxviii

*About the Contributing Authors* xxix

## **SECTION ONE The Foundations of Multicultural Counseling** 1

### **Chapter 1 The Culturally Competent Counselor**

■ **Danica G. Hays and Jan L. Gay** 2

Preview 2

Learning Outcomes 2

The Culturally Competent Counselor 3

Key Terminology of Multicultural Counseling 3

U.S. Demographics 10

    Race and Ethnicity 10

    Nationality 11

    Age 12

    Socioeconomic Status 12

Rates of Mental Illness 13

Mental Health Treatment and Multicultural Populations 16

    Counseling versus Cultural Norms of Diverse Populations 16

    Inaccessibility of Services 17

    Stigma and Mistrust 18

    Prejudice and Discrimination 19

    Immigration 20

    Acculturation and Enculturation 22

    Individual and Collective Trauma 24

The Role of Communication in Multicultural Counseling 25

    Verbal Communication 25

    Nonverbal Communication 26

    Emotional Expression 27

    Communication Patterns of Clients and Counselors 28

Developing Multicultural Counseling Competence 28

    A Systems Approach to Multicultural Counseling Competence 33

Ethical Considerations in Multicultural Counseling 37

State of the Research: Multicultural Counseling Competency 43

*Summary* 44

*Review Questions* 45

<b>Chapter 2 Cultural Identity Development</b>	
■ <b>Angie D. Cartwright and Dominique S. Hammonds</b>	<b>46</b>
Preview	46
Learning Outcomes	47
Racial and Ethnic Identity Development	47
Racial Identity Models	48
Phinney’s Model of Ethnic Identity	53
Biracial and Multiracial Identity Development	56
Addressing Racial and Ethnic Identity in Counseling	60
Gender Identity Development	61
Gender Identity Models	61
Addressing Gender Identity in Counseling	66
Sexual Identity Development	66
Sexual Identity Models	66
Addressing Sexual Identity in Counseling	70
Spiritual and Faith Identity Development	72
Spiritual Identity Models	73
Addressing Spiritual Identity in Counseling	77
State of the Research: Cultural Identity Development	78
<i>Summary</i>	79
<i>Review Questions</i>	80

## **SECTION TWO Social Advocacy 81**

<b>Chapter 3 Social Justice Counseling</b>	
■ <b>Philip B. Gnilka, Caroline O’Hara, and Catherine Y. Chang</b>	<b>82</b>
Preview	82
Learning Outcomes	82
Key Constructs for Understanding Social Advocacy	83
Social Justice and Mental Health	89
Historical Context	90
Counselors as Social Advocates	92
Advocacy in Professional Counseling Standards	92
Three-Tiered Model of Social Advocacy	96
Challenges and Benefits of Social Justice Counseling	103
State of the Research: Social Justice Counseling	107
<i>Summary</i>	108
<i>Review Questions</i>	109

<b>Chapter 4</b>	<b>Racism and White Supremacy</b>	
	■ <b>Danica G. Hays and Ann Shillingford-Butler</b>	<b>110</b>
	Preview	110
	Learning Outcomes	110
	Race and Racism	111
	Social Construction of Race	113
	Defining Racism	115
	Costs of Racism for People of Color	120
	Cognitive Costs	121
	Affective Costs	122
	Interpersonal Costs	123
	Physical Costs	124
	Efforts to Combat the Costs of Racism	125
	White Supremacy	127
	White Privilege	129
	White People’s Psychological Responses to Racism and White Privilege	132
	White Fragility	132
	Being American	133
	Racial Microaggressions and Macroaggressions	134
	Color-Blind Racial Attitudes	135
	Myth of Meritocracy	135
	Focus on Exceptions	136
	The Costs of Racism for White People	137
	Cognitive Costs	137
	Affective Costs	138
	Interpersonal Costs	138
	State of the Research: Racism, White Supremacy, and White Privilege	139
	Becoming Antiracist	140
	Counselor Self-Awareness	141
	Client Services	144
	Community Collaboration	148
	Addressing Racism Within Other Systems	148
	Taking Action	152
	<i>Summary</i>	154
	<i>Review Questions</i>	155
<b>Chapter 5</b>	<b>Gender and Sexism</b>	
	■ <b>Anneliese A. Singh and Taryne M. Mingo</b>	<b>156</b>
	Preview	156
	Learning Outcomes	156

Understanding Gender and Sexism	157
Gender and Counseling Considerations	161
Counseling Cisgender and Trans Girls and Women	163
Counseling Cisgender and Trans Men	165
Counseling People Who Are Trans and Nonbinary	169
Historical Context of Sexism	173
White Colonization, Enslavement, and Warfare	174
World War II and Women’s Return “Home”	174
Historical Resistance to Sexism: Womanist and Feminist Movements	175
Cultural Intersections of Gender	177
Gender and Sexism for Individuals of African and African American Descent	177
Gender and Sexism for People of Native American Descent	178
Gender and Sexism for Individuals of Asian and Asian American Descent	179
Gender and Sexism for Individuals of Latin and Latin American Descent	179
Gender and Sexism for People of Arab and Arab American Descent	180
Consequences of Sexism	180
Mental Health Consequences of Sexism	180
Physical Consequences of Sexism	182
Social Consequences of Sexism	183
Addressing Sexism in Counseling	184
Men as Feminists	185
Expanding Resilience and Social Justice	186
State of the Research: Gender and Sexism	187
<i>Summary</i>	188
<i>Review Questions</i>	188
<b>Chapter 6 Sexual and Affectional Orientation and Heterosexism</b>	
■ <b>Michael P. Chaney and Michael D. Brubaker</b>	189
Preview	189
Learning Outcomes	189
Key Constructs	190
Heterosexism and Homophobia	191
LGBTQ+ Demography	193
Intersectional Issues for LGBTQ+ Individuals	194
Race and Ethnicity	194
Gender	198
LGBTQ+ Youth	198

Age and Disclosure of Sexual and Affectional Orientation	199
Educational Status	201
Social Class	202
Spirituality	203
LGBTQ+ Relationships	203
Consequences of Heterosexism	204
Mental Health Consequences	205
Physical Consequences	208
Social Consequences	209
State of the Research: Sexual and Affectional Orientation	212
Socially Just, Nonheterosexist Training and Clinical Practice	214
Counselor Attitudes and Beliefs	215
The Counseling Relationship	216
Counseling LGBTQ+ Youth	216
Challenging Sexual Orientation Change Efforts	218
LGBTQ+ Affirmative Counseling	219
Counselor Training	220
Additional Systems Level Advocacy	222
<i>Summary</i>	223
<i>Review Questions</i>	224

## **Chapter 7 Social Class and Classism**

■ Madeline Clark	225
Preview	225
Learning Outcomes	225
Social Class, Socioeconomic Status, and Classism	226
What is Social Class?	229
What Is Socioeconomic Status?	230
What Is Classism?	233
U.S. Class Structure	236
Classism, Racism, and Ethnocentrism	240
Poverty and Mental Health	243
Who Is Poor?	243
Risk Factors and Mental Health Consequences	244
Poverty: Perceptions and Identity	250
State of the Research: Social Class and Classism	252
Addressing Classism in Counseling	253
Awareness	254
Knowledge	256
Skills	257

**Advocacy 261***Summary 265**Review Questions 266***Chapter 8 Disability, Ableism, and Ageism****■ Debra E. Berens 267**

Preview 267

Learning Outcomes 267

Disability Defined 268

Types of Disability 270

Disability Statistics 270

Models of Disability 272

Variations on the Social Model of Disability 274

Counseling Individuals with a Disability 275

Disability, Ableism, and the Counseling Process 278

Ableism 278

Awareness 279

Knowledge 280

Skills 283

Disability-Affirmative Counseling and Cultural Intersections 286

Older Adults 287

Ageism and Adultism 289

Age, Ageism, and the Counseling Process 292

Awareness 293

Knowledge 293

Skills 297

State of the Research: Disability, Ableism, and Ageism 298

*Summary 299**Review Questions 300***SECTION THREE Counseling Multicultural Populations 301****Chapter 9 Individuals and Families of African and African American Descent****■ Patrice S. Bounds, Ahmad R. Washington, and Malik S. Henfield 302**

Preview 302

Learning Outcomes 302

Individuals and Families of African and African American Descent 303

Terminology 304

Demographics 305

Discrimination Experiences 307

<b>Black Racial Identity and Acculturation</b>	<b>310</b>
<b>Black Culture and Values</b>	<b>312</b>
Black Families	313
Black Couples	315
Interracial Couples	316
Black Children	316
Black Middle-Class Individuals	318
Black Elderly Individuals	318
Gender	318
Black LGBTQ+ Individuals	319
<b>General Mental Health Issues and Counseling Approaches</b>	<b>319</b>
Common Support Systems for Black Individuals	321
Traditional (Eurocentric) Counseling Approaches with Black Clients	321
An Afrocentric Psychological Perspective	327
Black Psychology	328
<b>State of the Research: Black Individuals and Families</b>	<b>329</b>
<i>Summary</i>	333
<i>Review Questions</i>	334

**Chapter 10 Individuals and Families of Arab and Arab American Descent**

■ <b>Sylvia C. Nassar and Tahani Dari</b>	<b>335</b>
Preview	335
Learning Outcomes	335
Arab American Heterogeneity	336
Contemporary Social Perceptions and Discrimination Experiences	339
Arab American Culture and Values	340
Collectivism	340
Religion and Faith	342
Education, Work, and Socioeconomic Status	344
Communication Styles	345
Individual Differences and Identities	346
Acculturation	346
Ethnicity	348
Gender Identity	352
Risks and Resiliencies: Mental Health Issues among Arab Americans	355
Oppression and Discrimination	356
Acculturative Stress	356
Ethnic and Gender Identity Development	357
Other Psychosocial Issues	358

	<b>State of the Research: Arab and Arab American Individuals and Families</b>	<b>361</b>
	<b>Considerations in Counseling Arab Americans</b>	<b>362</b>
	Approach	363
	Family and Community Involvement	365
	Stigmas and Help-Seeking Behaviors	365
	Case Studies Revisited	366
	Counseling Considerations Endnote	368
	<i>Summary</i>	371
	<i>Review Questions</i>	372
<b>Chapter 11</b>	<b>Individuals and Families of Asian and Asian American Descent</b>	
	■ <b>Linh P. Luu, Arpana G. Inman, and Alvin N. Alvarez</b>	<b>373</b>
	Preview	373
	Learning Outcomes	374
	Asian American History	374
	Contemporary Forms of Discrimination	376
	Asian American Heterogeneity	381
	Asian American Culture and Values	384
	Family	384
	Gender Roles	385
	Interpersonal Relationships	386
	Intimacy and Marriage	386
	Education	387
	Religion	387
	Death and Dying	388
	Individual Differences and Identities	388
	Immigration, Enculturation, and Acculturation	388
	Ethnicity and Race	389
	Gender Roles	390
	Sexuality and Sexual Identity	391
	General Mental Health Issues of Individuals of Asian and Asian American Descent	393
	Psychopathology	395
	Help Seeking and Coping	399
	State of the Research: Asian and Asian American Individuals and Families	402
	Guidelines for Counseling Clients of Asian and Asian American Descent	404
	Counselor Self-Assessment	405
	Counseling Process	405

Conceptualization of the Problem	406
Intervention	408
Outreach and Nonclinical Visibility	410
Social Advocacy and Social Justice	411
<i>Summary</i>	417
<i>Review Questions</i>	418

**Chapter 12 Individuals and Families of Latin and Latin American Descent**

■ <b>Cassandra A. Storlie</b>	<b>419</b>
Preview	419
Learning Outcomes	419
A Latin American History of Terminology	420
Latin American and Latino Heterogeneity	422
Mexicans	422
Puerto Ricans	423
Cubans	424
Caribbean Latinx/as/os and Central and South Americans	426
Latin American and Latinx/a/o Culture and Values	427
“Somos Inmigrantes” (“We Are Immigrants”)	428
Language	429
Religion and Spirituality	429
Resiliency	430
Gender Roles	431
Families of Latin and Latin American Descent	432
Interpersonal Relationships	433
Individual Differences and Identities	433
Immigration Status	433
Generational Status	436
Socioeconomic Status	436
Mental Health Issues of Individuals of Latin and Latin American Descent	437
Acculturative Stress	438
Grief and Loss	439
Experiences with Discrimination	439
Additional Concerns	440
Guidelines for Counseling Clients of Latin and Latin American Descent	441
Counseling Considerations for Children of Latin and Latin American Descent	442
Counseling Considerations for Adolescents of Latin and Latin American Descent	444

**Counseling Considerations for Adults of Latin and Latin American  
Descent 447**

**State of the Research: Latin and Latin American Individuals and  
Families 453**

*Summary 455*

*Review Questions 455*

**Chapter 13 Counseling Individuals and Families of Native American Descent**

**■ Sherri L. Turner, Carolyn A. Berger, Amanda F. Peterson, and  
Maddy C. Kern 456**

**Preview 456**

**Learning Outcomes 456**

**Understanding Native Americans: Reflections Down by the Riverside 457**

**Who Are Native Americans? 458**

**Tribal Membership and Native American Identity 460**

**Native American History 462**

**Current Social, Economic, and Political Issues 466**

**Native American Sociocultural Characteristics Today 466**

**Cultural Preservation 470**

**Language Preservation 471**

**Gaming 471**

**Tribal Resources 472**

**Sacred Sites and Repatriation 473**

**Stereotypes and Mascot Issues 473**

**Native American Culture and Values 474**

**Overview of Native American Cultural Values and Cultural Identity 475**

**Humility 475**

**Sharing 476**

**Patience 476**

**Time 477**

**Communication Style 477**

**Harmony 477**

**Humor 477**

**Being 478**

**Elders 478**

**Native American Religions and Spirituality 478**

**Lessons of the Eagle Feather 481**

**State of the Research: Individuals and Families of Native American  
Descent 481**

Counseling Native American Clients	483
Examining Bias and Gaps in Knowledge	483
Identity, Family, and Acculturation	484
Healing from Historical Trauma and the Impact of Oppression	485
Drawing on Values	486
Integrating Spirituality	487
Intersectionality Considerations	487
Therapeutic Environment	488
Culturally Specific Interventions	489
Working from a Social Justice and Advocacy Counseling Perspective	490
<i>Summary</i>	494
<i>Review Questions</i>	494

## **Chapter 14 Individuals and Families of European and European American Descent**

■ H. George McMahon, Pamela O. Paisley, Bogusia Skudrzyk, and Chelsea Scoffone	495
Preview	495
Learning Outcomes	495
European American History	496
The Early Colonial Period	497
European Immigration	499
Terminology	501
Development of a White American Ethnic Identity	502
The Melting Pot	503
The American Dream	503
The Creation of an American Heritage	504
Privilege, Oppression, and White Supremacy	505
Who Gets to Be White?	507
The Process of Becoming White	508
European American Heterogeneity	512
Recent European American Immigrants	514
Immigrants, Undocumented Immigrants, and Refugees	514
Immigration Stressors	516
Acculturation and Identity Deconstruction	516
Oppression and Discrimination	518
State of the Research: European and European American Individuals and Families	519
Counseling Considerations for White Individuals	520
Cultural Influences on Mental Health in White Clients	520

<b>White Racial Identity Development</b>	<b>521</b>
<b>Intersectionality</b>	<b>524</b>
<b>Multicultural and Social Justice Counseling with White Clients</b>	<b>524</b>
<i>Summary</i>	533
<i>Review Questions</i>	534

## **Chapter 15 Individuals and Families of Multiracial Descent**

<b>■ C. Peeper McDonald</b>	<b>535</b>
<b>Preview</b>	<b>535</b>
<b>Learning Outcomes</b>	<b>535</b>
<b>Terminology</b>	<b>536</b>
<b>Historical Perspectives</b>	<b>539</b>
<b>Interracial Marriages Today</b>	<b>541</b>
<b>Multiracial Identity Development</b>	<b>542</b>
<b>Multiracial Individuals and Intersectionality</b>	<b>545</b>
<b>Contemporary Social Perceptions, Salient Experiences, and Resilience</b>	<b>546</b>
<b>Individuals</b>	<b>546</b>
<b>Microaggressions and Resilience</b>	<b>548</b>
<b>Couples</b>	<b>550</b>
<b>Families</b>	<b>552</b>
<b>Considerations for Counseling Individuals of Multiracial Descent and Families</b>	<b>553</b>
<b>Counselor Self-Awareness</b>	<b>554</b>
<b>Client Worldview</b>	<b>554</b>
<b>Counseling Relationship</b>	<b>556</b>
<b>Counseling and Advocacy Interventions</b>	<b>557</b>
<b>State of the Research: Multiracial Individuals and Families</b>	<b>567</b>
<i>Summary</i>	569
<i>Review Questions</i>	569

## **Chapter 16 Spiritual Diversity**

<b>■ Craig S. Cashwell and Amanda L. Giordano</b>	<b>570</b>
<b>Preview</b>	<b>570</b>
<b>Learning Outcomes</b>	<b>570</b>
<b>Religion and Spirituality in America</b>	<b>571</b>
<b>Spirituality and Religion Defined</b>	<b>572</b>
<b>Toward Defining Spirituality</b>	<b>572</b>
<b>Toward Defining Religion</b>	<b>573</b>
<b>Relationships between Religion and Spirituality</b>	<b>573</b>

<b>Overview of Major World Religions</b>	<b>577</b>
Eastern World Religions	577
Western World Religions	582
Experiences of Religious Oppression	587
<b>All is One: Aspects Common to All Religions</b>	<b>587</b>
Tenet 1: Spirit, by Whatever Name, Exists	588
Tenet 2: Spirit Is Found “in Here,” within an Open Heart and Mind	588
Tenet 3: Many/Most Don’t Realize Spirit Within	588
Tenet 4: There Is a Path to Liberation	588
Tenet 5: If This Path Is Followed, the Result Is Rebirth or Enlightenment	589
Tenet 6: Rebirth or Enlightenment Results in the End of Suffering	590
Tenet 7: The End of Suffering Manifests in Social Actions of Mercy and Compassion	590
<b>State of the Research: Spiritual Diversity</b>	<b>590</b>
<b>Special Considerations for Counseling</b>	<b>591</b>
Approaching Client Spiritual Issues	591
Ethical Competence	594
Spiritual Bypass	596
ASERVIC Competencies	598
<i>Summary</i>	600
<i>Review Questions</i>	601

## **SECTION FOUR Multicultural Conceptualization 603**

<b>Chapter 17 Using Counseling Theories in Multicultural Contexts</b>	
■ <b>Amanda C. La Guardia</b>	<b>604</b>
Preview	604
Learning Outcomes	605
Social and Cultural Foundations of Counseling Theory	605
Worldview Shaping Counseling	606
Transition from Worldview to Theory	608
Alternative Sources of Theory in Multicultural Counseling	610
Applications of Counseling Theory Across Cultures	613
Traditional Theoretical Frameworks in Counseling	614
Culturally Responsive Use of Traditional Theories	618
Culturally Responsive Counseling Theories	620
Counseling Theory and Approaches Based on Non-Western Worldviews	623
State of the Research: Using Counseling Theories in Multicultural Contexts	630
<i>Summary</i>	631
<i>Review Questions</i>	632

<b>Chapter 18</b>	<b>Multicultural Diagnosis and Conceptualization</b>	
	■ Victoria E. Kress, Laura R. Shannonhouse, and Christina M. Woloch	633
	Preview	633
	Learning Outcomes	633
	The Challenge of Ethical Practice	634
	Cultural Validity in Assessment	637
	Normal versus Abnormal	639
	Overdiagnosis, Underdiagnosis, and Misdiagnosis	642
	Sampling Bias	643
	Culture and Psychopathology	643
	Feminist Challenges	646
	Prevalence Data of Diagnoses by Gender	647
	Developmental Shifts in Prevalence Rates	648
	Sex Bias in Diagnosis	650
	Socialization and Mental Health	652
	Social Conditions	653
	Women's Trauma Experiences	654
	Toward Solutions	657
	Comprehensive Assessment	657
	Universal and Culturally Specific Diagnoses	659
	Other Culturally Astute Strategies	661
	Feminist Analysis	663
	Function of Symptoms in Context	664
	Referral	666
	<b>State of the Research: Multicultural Diagnosis and Conceptualization</b>	<b>667</b>
	<i>Summary</i>	668
	<i>Review Questions</i>	670
	<i>Appendix Multicultural and Social Justice Counseling Competencies</i>	671
	<i>References</i>	681
	<i>Index</i>	739

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- Gameon, I. A., 460  
 Gaming, Native Americans and, 471–472  
 Gara, M. A., 637, 668  
 Garay, M. M., 545  
 Garcia, J. L., 460  
 Garrett, J. T., 457  
 Garrett, M. T., 463, 475, 477, 480, 481, 486, 488, 490  
 Garrett-Walker, J. J., 196  
 Gast, J., 431  
 Gatchel, R. J., 274  
 Gates, G. I., 210  
 Gates, G. J., 199, 202  
 Gay, Jan L., 2–45  
 Gay, Lesbian, and Straight Education Network (GLSEN), 182, 198–199  
 Gay and Lesbian Sexual Identity Development Models, 67  
 Gay-Straight Alliances (GSA), 87  
 Gee, G. C., 376, 395, 396  
 Gender  
   Asians/Asian American roles and, 385–386, 390–391  
   bias, diagnosis and, 650–652  
   Black individuals and, 318–319  
   counseling and, 161–163  
     case study, 165, 168, 173  
     men/trans men, 165–168  
     trans/nonbinary, 169–172  
   cultural intersections of, 177–180  
   defined, 8, 157–161  
   diagnosis by, 647–648  
   disabilities and, 271  
   eating disorders and, 181  
   inequities, 159  
   intersex, 170  
   Latin/Latin Americans, roles, 431–432  
   LGBTQ+ intersectionality and, 198  
   mental illness and, 14  
   19th Amendment and, 175  
   poverty rates and, 13  
   pronouns and, 170  
   racism and, 117  
   research trends, 187  
   resources, Internet/media, 172  
   socialization/expression, 157–161  
   socioeconomic status and, 12  
   stereotyping, 184  
   strong Black woman, 330  
 Gender dysphoria, 640  
 Gendered racism, 178  
 Gender identity development  
   Arabs/Arab Americans, 352–355, 357–358  
   counseling, addressing in, 66  
   feminist identity, Downing & Roush model, 62, 63  
   intersectionality, de Vries model of, 65  
   Key model of White males (Scott & Robinson), 62  
   transgender emergence model (Lev), 63  
   transsexual/transgender, Devor's model of, 63  
   Gender Identity Disorders Workgroup, 640  
   Gender non-conforming, 8  
   Genderqueer, 169  
   Gender role conflict (GRC)  
     counseling and, 185  
     patterns of male, 167–168  
   Gender roles, 8  
   Gendlin, E., 589  
   General Allotment (Dawes Act) of 1887, 464  
   General Social Survey, 571  
   Generational status  
     defined, 8  
     Latin Americans and, 435  
   Generation X, 8  
   Generation Y, 8  
   Generation Z, 8  
   Genia, V., 73, 74–75  
   Genia's five stage model of faith development, 74–75  
   Genogram, 566  
   *Genogram: Assessments and Intervention* (McGoldrick), 98  
   Gentleman's Agreement of 1907, 375  
   Georges, C. M., 636, 638  
   German, M., 112  
   Gerontological competencies (ACA), 293–295  
   Gerontological counselor, 293  
   Gerstein, L., 27  
   Gestalt theory, 617–618, 628  
   Ghazal Read, J., 339, 341, 342, 343, 344, 347, 352, 353, 354, 355, 358  
   Gibbins, A., 506  
   Gibbons, A., 499, 505, 506  
   Gibbons, M., 441, 454  
   Gilbert, D. J., 177  
   Gilbride, D. D., 217  
   Gilley, B. J., 197  
   Gilligan, C., 621, 652  
   Gimenez, M. E., 256  
   Ginter, Earl J., 91  
   Giordano, A. L., 488, 490  
   Giordano, Amanda L., 570–601  
   Gladding, S. T., 72, 605, 608  
   Glassman, B., 202  
   GLSEN. *See* Gay Lesbian, and Straight Education Network (GLSEN)  
   Gnilka, Philip B., 82–109  
   Gold, S. D., 539  
   Goldberg, A. E., 204  
   Goldberg, R. M., 18  
   Goldberg, S. K., 193, 202  
   Goldsmith, J., 454  
   Goldstein, L., 161  
   Gomes, S. L., 400  
   Gonzales, C. M., 462, 481  
   Gonzales, L. M., 60  
   Gonzales-Backen, M., 57  
   Gonzales-Guarda, R. M., 23  
   Gonzalez, C. M., 180  
   Gonzalez, L. M., 440, 443  
   Gonzalez, M., 217  
   González Suitt, K., 454  
   Gonzalez-Guarda, R. M., 438  
   Goode-Cross, D. T., 163  
   Goodman, D., 137  
   Goodman, R. D., 641  
   Goodrich, K., 221  
   Goodrich, K. M., 217  
   Goold, S. D., 362  
   Gorman, K. R., 549  
   Göttner-Abendroth, H., 475  
   Gover, A. R., 376, 377, 395  
   Government, counseling theory worldview and, 611  
   Government issue (GI) generation, 8  
   Grand theories, counseling, 616  
   Grant, B. F., 170  
   Graves, E., 655  
   Graves, Jr. J. L., 114  
   Gray, A. P., 460  
   Gray, J. S., 460  
   Graysfield, L., 630  
   GRC. *See* Gender role conflict  
   Green, K. E., 208  
   Greene, B., 90, 216, 322  
   Greene, D. C., 205  
   Greene, M. L., 380  
   Greer, T. M., 318  
   Gregory, S. D. P., 626  
   Gregory, W. H., 626, 627  
   Grella, C. E., 205  
   Grey, S., 178  
   Grief, 291  
   Griffin, K. E., 19  
   Grills, C., 317, 607  
   Griselda, V., 288  
   Groce, N., 275, 276, 279  
   Grof, C., 589  
   Grof, S., 589  
   Group culture, 4  
   Grzanka, P. R., 128, 134, 138, 141, 505, 519, 520, 524  
   Guardia, A. C. L., 324  
   Guerra, G., 421  
   Guilt, White people and, 138  
   Guindon, M. H., 205, 519  
   Gunaratana, B. H., 589  
   Guo, Y., 391  
   Gupta, A., 379, 396  
   Guthrie, R. V., 328  
   Gutierrez, D., 595
- ## H
- Haaland, D., 470  
 Haas, A. P., 206  
 Haboush, K. L., 339, 344, 348, 351, 354  
 Hackney, H. L., 614  
 Haddad, Y. Y., 354  
 Hadley, S., 304  
 Hafer-Bry, 2001, 313  
 Hakim-Larson, J., 336, 360

- Halbur, D. A., 605, 608  
Halbur, K. V., 605, 608  
Halim, M. L., 61  
Hall, G. C. N., 401  
Hall, I. J., 180  
Hall, M., 322  
Hall, M. L., 174, 175  
Hall, P. D., 136  
Hambleton, I. R., 288  
Hameed, S., 397  
Hammack, P. L., 310  
Hammonds, Dominique S., 46–80  
Han, C., 396  
Han, C. S., 196  
Han, H. S., 46, 396  
Han, M., 179, 399, 400  
Han, S., 356  
*Handbook of Asian American Psychology*  
(Zane), 403  
Hanna, M. D., 117  
Hannon, L., 305, 314  
Hannon, M. D., 18  
Hansen, H. R., 499, 516  
Hantsoo, L., 652  
Haque, A., 356  
Hardiman, R., 522–523  
Hardy, K. V., 315, 316  
Harmony, Native Americans and, 477  
Harper, K. W., 626, 627  
Harris, A. L., 55  
Harris, H., 564  
Harris, K. L., 304, 329  
Harrison, S., 477  
Hartman, A., 450  
Hartmann, W. E., 482  
Haskins, N., 454  
Haskins, N. H., 107  
Hastings, S. O., 552  
Hatcher, S. M., 470  
Hate crimes  
college campus case study, 101–102  
defined, 128  
LGBTQ+ and, 192  
Hatem, C., 248  
Hattie, B., 203  
Hatzenbuehler, M. L., 206  
Havighurst, R. J., 297  
Hawley, L. L., 613  
Hayfield, N., 190  
Haynes, S. N., 660  
Hays, D. G., 88, 89, 96, 103, 104, 107, 179,  
515, 516, 631  
Hays, Danica G., 2–45, 110–155  
Hays, P. A., 487  
Health care  
Black individuals and, 307  
Native Americans and, 470  
poverty and, 248–250  
racism and, 117, 124, 150–151  
resources, advocacy/learning, 264  
Health insurance, 248–250  
Healthline, 9  
Hegarty, P., 19  
Heim, E., 17, 18  
Heisler, M., 339  
Helms, J. E., 48, 50–53, 52, 108, 115, 138,  
310, 390  
Helms's People-of Color Identity Model,  
50, 51–52  
Helms's White Identity Model, 50–52  
Help-seeking behavior  
Arabs/Arab Americans, 365–366  
Asians/Asian Americans and, 399, 400–401  
Hemmings, C., 24, 647  
Henderson, D. X., 122  
Henderson, M. G., 198  
Henneberger, A. K., 310  
Henriksen, R. C. Jr., 57–58, 60, 551, 552,  
555, 562, 564, 565, 567  
Henriques-Calado, J., 642, 643, 648  
Henwood, B. F., 15  
Herbst, J. H., 209  
Herd, D., 309  
Herek, G. M., 203  
Herlihy, B. J., 216, 595  
Herman, J. L., 181, 182  
Herman, Judith, 182  
Hernandez, M., 642  
Hernández, M. M., 53  
Herne, M. A., 470  
Heron, M., 403  
Hertzke, A. D., 498, 499  
Hertzog, N. B., 387  
Hess, M., 652  
Heteroflexible, 191  
Heterogeneity  
Arabs/Arab American, 336–338  
Asians/Asian Americans, 381–384  
European Americans, 512–514  
Heterosexism  
defined, 191–193  
mental health, attribution bias and, 205  
physical consequences, 208–209  
resources, Internet/media, 213  
social consequences, 209–212  
Heterosexuality, 190  
Heterosexual privilege, 193  
Heuser, C., 650  
Hewitt, N. A., 175  
Higgins, J., 503  
Higher Education Act of 1965, 434  
Hillock, S., 182  
Hilton, B. A., 401, 430, 454  
Hinduism, 579  
Hine, R., 181  
Hinton, D., 397  
Hinton, D. E., 324  
Hinton, E., 309  
Hipilito-Delgado, C. P., 623  
Hirschi, Q., 482  
Historical domain, MSJCC competencies  
and, 35, 36  
Historical trauma  
Native Americans and, 466, 485–486  
unresolved grief (HTUG) intervention  
and, 486  
HIV/AIDS, 209  
Hjelle, L. A., 607  
Hoeffel, E. M., 374  
Hoffman, R. M., 61, 62, 63  
Hofmann, S. G., 625, 630  
Holcomb-McCoy, C., 36  
Holden, J. M., 596  
Holland, A. T., 395  
Holter, O. G., 467  
Holwerda, T. J., 650  
Homonegativity, 193  
Homophobia, 191–193  
Homosexual, 190  
Homosexual identity formation model  
(Cass), 68  
Homosexuality, 190  
Homosexuals Anonymous, 218  
Hong-Xin, W., 625  
Hook, J. N., 7, 528, 529, 634, 635  
Hooker, S. P., 167  
hooks, bell, 128, 158, 178, 186, 198  
Hopkinson, R. A., 24  
Horigian, V., 446  
Horne, G., 506  
Horney, Karen, 616  
Horovitz-Darby, E. G., 572  
Horowitz, J. M., 238  
Hotchkiss, J. L., 437  
Houben, L. M., 439  
Houle, J., 167  
Housing  
resources, advocacy/learning, 264  
safe/affordable, 247–248  
Housing Assistance Council, 469  
Hout, M., 238, 571  
Howard, K. A. S., 15  
Howard, S., 521  
Howe, J., 650  
*How To Be an Antiracist* (Kendi), 563  
Hsiao, A. -F., 402  
HTUG. *See* Historical trauma and  
unresolved grief (HTUG)  
intervention  
Huang, L. L., 386  
Huard, Kendra, 199  
Hubbard, R. R., 554, 561, 564  
Hudac, C. M., 551  
Hudson, L., 471  
Huffman, J. M., 203  
Hughes, M., 49  
Hughey, M. W., 309  
Hughey, S. M., 530  
Huguley, J. P., 310  
Humility, Native Americans and, 475–476  
Humor, Native Americans and, 477–478  
Hunt, M. O., 234  
Hunte, H., 396  
Hunter, C. D., 178, 330  
Hutchens, N., 42  
Hutchinson, A. N., 27  
Hwang, W. C., 400, 619  
Hyde, J. S., 187  
Hyder, A., 361

- I**
- Ibañez, G. E., 197
- Ibaraki, A. Y., 379
- Ibrahim, F. A., 560, 563
- Ibrahim, I. A., 583, 584
- IC. *See* Internal locus of control (IC)
- I-CARE Model, 252
- ICCS. *See* Interpersonal Communication Scale (ICCS)
- ICD. *See* *International Classification of Diseases* (ICD)
- IDEA. *See* Individuals with Disabilities Education Improvement Act (IDEA)
- Identity, Native Americans and, 484–485
- Identity development
- Arabs/Arab Americans and, 350
  - biracial (Poston, Kerwin & Ponterotto, Gonzales-Backen models), 56–57
  - case study, 59–60
  - cultural (Ponterotto model), 56
  - ethnic identity, Phinney's model of, 53–56
  - gender, 61–66. *See also* Gender identity development
  - intersectional model (de Vries), 65
  - Multiple Heritage Identity Development (MHID) model (Henriksen & Paladino), 57–58
  - multiracial, 542–545, 546–548
  - Native Americans, 460–462
  - sexual, 66–70. *See also* Sexual identity development
  - spiritual and faith, 72–78. *See also* Spiritual identity development
  - White racial, 521–523
- Identity development models, 47–52
- Cross's Nigrescence Model, 48–49
  - Helms's People-of Color Identity Model, 50, 51–52
  - Helms's White Identity Model, 50–52
  - Lifespan Conceptual Model of Ethnic-Racial Identity, 59
  - multiracial identity development, Root, 57
- Ihara, E. S., 399
- IHS. *See* Indian Health Service (IHS)
- Ikizler, A. S., 197, 340, 356, 362
- Immigrants, types, 388–389, 514
- Immigration
- acculturation/enculturation and, 22–24
  - African, 306, 311–312
  - Arab, 337–338, 354
  - Arab Americans, 346–348
  - Asian American, 375, 388–389
  - class and, 241–242
  - European, major periods of, 498–500
  - exclusionary laws, 375
  - Latin Americans and, 428, 433–436
  - mental health treatment and, 20–21
  - patterns of U.S., 22
  - See also* Migrants; Refugees
- Immigration Act of 1917, 375
- Immigration and Nationality Act of 1965, 375
- Immigration and Nationality Act of 2008, 434
- Immigration stressors, 516
- Impairments, 274
- Imposter phenomenon, 184
- Inaccessibility, mental health services and culturally diverse populations and, 17–18
- Incarcerated individuals
- Africans/African Americans, 306, 309
  - mental health counseling and, 89
  - Native Americans, 460
  - race and, 151–152
- Inclusive model of lesbian/gay identity formation (McCarn & Fassinger), 69
- Income, Native Americans and, 469–470
- Indian Alcohol and Substance Abuse Prevention Program, 465
- Indian Appropriations Act of 1871, 464
- Indian Child Welfare Act of 1978, 571
- Indian Citizenship Act of 1924, 464
- Indian Education Act of 1972, 471
- Indian Health Service (IHS), 460, 469, 470
- Indian Religious Crimes Act of 1883, 478
- Indian Religious Freedom Act of 1978, 471, 478
- Indian Relocation Act of 1956, 464–465
- Indian Removal Act of 1830, 463
- Indian Self-Determination Act, 465
- Indigenous ways of knowing (IWOK), 630
- Individual causation, 234
- Individual culture, 4–5
- Individual domain, MSJCC competencies and, 34, 35
- Individualism, 8
- Individual racism, 116
- Individual role, counseling disabled, 276
- Individuals with Disabilities Education Improvement Act (IDEA), 269, 282
- Individual trauma, mental health treatment and, 24–25
- Indivisible Self (Myers & Sweeney), 664
- Ineson, E. M., 193
- Ingeno, L., 380
- Ingersoll, R. E., 596
- Injustice, racism and, 117
- Inman, Arpana G., 179, 373–418
- Institute for Quality and Efficiency in Health Care, 652
- Institutional heterosexism, 210–211
- Institutionalized oppression, 84–85
- Institutional racism, 116–117, 117–120
- Integrated services, 261
- Integrating the Multicultural and Social Justice Counseling Competencies into Practice, Research, and Advocacy, 92
- Integration model, acculturation, 23
- Intemann, K., 186
- Inter-cultural Pride (I-Pride), 540
- Internalized classism, 233
- Internalized heterosexism, 191
- Internalized oppression
- defined, 84
  - sexism and, 181–182
- Internalized racism, 117
- Internalized sexism, 159
- Internal locus of control (IC), 6
- Internal locus of responsibility (IR), 5–6
- International Classification of Diseases* (ICD), 646, 660
- International Rescue Committee, 11, 24
- International students, 515
- Internet resources. *See* Resources, Internet/media
- Interpersonal Communication Competence Scale (ICCS), 25
- Interpersonal costs, racism
- people-of-color, 123–124
  - White people, 138–139
- Interpersonal psychotherapy (IPT), 486
- Interpersonal relationships. Latins/Latin Americans, 433
- Interracial Couple Questionnaire (Watts & Henriksen), 561
- Interracial marriages/couples, 541, 550–552
- counseling, advocacy interventions, 557–561
  - Interracial Couple Questionnaire (Watts & Henriksen), 561
- Intersectionality
- defined, 46
  - development model (de Vries), 65
  - disability-affirmative counseling, culture and, 286–287
  - feminist movement and, 140
  - gender, culture and, 177–180
  - LGBTQ+ and, 194–204. *See also* LG-BTQ+ intersectionality
  - multiracial individuals, 545–546
  - Native Americans, counseling and, 487–488
  - sexism, additional grievances, 159
  - White people, 524
- Intersex
- defined, 8, 170
  - resources, Internet/media, 172
- Inter-Tribal Council of Arizona (ITCA), 459
- Inter-Tribal Council of the Five Civilized Tribes (ITCFCT), 459
- Interventions
- Asians/Asian Americans, 408–409
  - individual/community-level, 262
- Interviewing, culture and, 644
- Intimate partner violence (IPV), 88–89. *See also* Domestic violence
- Intraindividual intervention, 275
- “Invisibility of the Upper Class Privilege” (McIntosh) (website), 255
- Inwood, J., 132
- IPT. *See* Interpersonal psychotherapy (IPT)
- IR. *See* Internal locus of responsibility (IR)
- Isenberg, N., 229

- Ishin, Yoshimoto, 625  
 Ishiyama, F. I., 560  
 Islam, 342–344, 583–584. *See also*  
 Muslim(s)  
 ITCA. *See* Inter-Tribal Council of Arizona  
 (ITCA)  
 ITCFCT. *See* Inter-Tribal Council of the  
 Five Civilized Tribes (ITCFCT)  
 Ivers, N. N., 26, 107  
 Ivey, A. E., 26, 27, 28, 606, 621  
 Iwamoto, D. K., 390, 395  
 IWOKResearch.org, 630
- J**  
 Jach, E., 431  
 Jackson, A. P., 609  
 Jackson, K. F., 549, 550  
 Jackson, L. C., 322  
 Jackson, S. O., 341  
 Jackson Williams, D., 46, 60  
 Jacobs, J. H., 542  
 Jacobson, L., 203  
 Jacobson, N. C., 637, 638  
 Jacoby, S. H., 578  
 James, E. L., 330  
 Jaspal, R., 197  
 Javanbakht, A., 362  
 Jayakumar, U. M., 136, 137  
 Jayasundar, R., 629  
 Jenkins, K., 117  
 Jennings, T., 221  
 Jernigan, V. B. B., 469  
 Jette, A. M., 274, 275  
 Jim Crow era, 307–308  
 Jimenez, C., 439  
 Joe, J. R., 122, 124  
 Johns, M. M., 198, 206, 207  
 Johns Hopkins Medicine, 78  
 Johnson, A., 46, 60  
 Johnson, D. J., 311  
 Johnson, E. P., 198  
 Johnson, H. B., 503, 504, 520  
 Johnson, M., 48, 117  
 Johnson, M. R., 214  
 Johnson, S. D., 219  
 Johnson, V. E., 48, 312, 313  
 Johnson, W. B., 595  
 Johnston-Goodstar, K., 463  
 Johnston-Guerrero, T., 568  
 Jones, B. E., 330  
 Jones, C. P., 116  
 Jones, J. M., 61  
 Jones, K. N., 640  
 Jones-Smith, E., 519, 614, 615, 616  
*Journal for Specialists in Group Work*, 92  
*Journal of Counseling & Development*, 91, 92  
 Juan, M. J. D., 403  
 Judaism, 584–585  
 Jumer, H., 646  
 Jun, H., 606  
 Jung, Carl, 575, 616, 625  
 Jungian path of pretending, 575
- K**  
 Kader, F., 362  
 Kahn, C. B., 208, 478  
 Kaiser, C. R., 654  
 Kalibatseva, Z., 396  
 Kalnasy, M., 550, 552, 559  
 Kampfe, C. M., 650  
 Kane, E. W., 234  
 Kang, S.-Y., 396  
 Kang, S. W., 23  
 Kao, G., 390, 391  
 Kao, T. S. A., 386  
 Kaplan, D. M., 42, 43, 215, 487  
 Kaplan, J. M., 501  
 Karatekin, C., 90  
 Kartal, D., 23, 438  
 Kaslow, N. J., 178  
 Kassan, A., 635  
 Kasser, T., 104  
 Katz, N., 245  
 Kawahara, D. M., 398  
 Keating, T., 589  
 Keeton, Jennifer, 42  
*Keeton v. Anderson-Wiley*, 42  
 Keisler-Starkey, K., 248  
 Keister, L. A., 312  
 Keith, V., 440  
 Kelsey, D., 89  
 Kendall, D. L., 401  
 Kendi, I. X., 140, 501, 505, 506, 507, 518,  
 520, 563, 568  
 Keng, S.-L., 398, 630  
 Kenney, K. R., 46, 56, 535, 543, 545, 546,  
 553, 554, 556, 559, 562, 563  
 Kenney, M. E., 546, 562, 563  
 Kent, N., 19  
 Kern, Maddy C., 456–494  
 Kerner Commission's Report on Civil  
 Disorders, 329  
 Kerwin, C., 57, 542  
 Keuroghlian, A. S., 209  
 Keyes, L., 305, 329  
 Key model of White male development  
 (Scott & Robinson), 62  
 Khalsa, S. B. S., 629  
 Khan, R. L., 297  
 Khoury, B., 591, 664  
 Kiang, L., 403, 404  
 Kiang, P. N., 377  
 Kich, G. K., 542  
 Killighan, D. M., 565  
 Killian, K. D., 552  
 Killian, T., 18  
 Kilpatrick, M., 181  
 Kim, B. S., 459  
 Kim, B. S. K., 399, 608  
 Kim, C., 23, 383  
 Kim, H. J., 396, 404  
 Kim, H. Y., 395  
 Kim, I., 389  
 Kim, I. J., 397, 398  
 Kim, M., 178  
 Kim, P., 90  
 Kim, P. Y., 18, 162, 390, 400, 401, 402  
 Kim, S. Y., 389, 390, 403  
 Kim, W., 389  
 Kim-Goh, M., 619  
 Kimuna, S. R., 307  
 Kinesics, nonverbal communication, 26  
 King, K. M., 28, 527  
 Kinsey, A. C., 69  
 Kinship, 342  
 Kira, I. A., 346, 347, 356  
 Kirk, D. S., 151  
 Kirkinis, K., 139, 140  
 Kirmayer, L. J., 460, 643, 659  
 Kiselica, M. S., 91  
 Kishore, N., 424  
 Kite, M. E., 209  
 Kivel, P., 138  
 Klar, M., 104  
 Klest, B., 15  
 Klostermaier, K. K., 579  
 Kluckhohn, C., 607  
 Kluckhohn, F. R., 6, 606, 632  
 Knowledge, MSJCC domain, 30  
 Arabs/Arab Americans, 364  
 classism, counseling and, 256–257  
 local issues, investigating, 256–257  
 older adults, 293–295  
 poverty, theories, 256  
 public policy, disabled individuals and,  
 280, 282–283  
 Knowles, E. D., 136  
 Knudson-Martin, C., 555, 560  
 Koet, M. M., 595  
 Koch, A., 462  
 Koenig, H., 590  
 Kong, G., 396  
 Kosciw, J. G., 198, 199, 206, 207  
 Koshy, K., 507, 508, 519  
 Kotter, J. P., 99  
 Kozol, Jonathan, 264  
 Krafcik, D., 614  
 Kramer, P. A., 22  
 Krech, G., 625  
 Kreider, R. M., 467  
 Kress, V. E., 605, 608, 639  
 Kress, Victoria E., 633–670  
 Krieg, A., 398  
 Ku, H., 60, 401  
 Kuhl, E. A., 638  
 Ku Klux Klan (KKK), 128, 506  
 Kullberg, C., 163  
 Kung, W. W. M., 409  
 Kunst, J. R., 516  
 Kuo, B. C. H., 89  
 Kurpius, S., 454  
 Kwon, H., 385
- L**  
 Lad, V., 629  
 Lakhwani, M., 442  
 LaMantia, K., 221

- Lambert, S., 191  
 Landor, A. M., 316  
 Landrine, H., 647–648  
 Lang, S., 488  
 Langdridge, D., 219  
 Lange, R., 391  
 Language  
   acculturation and, 23  
     Asians/Asian Americans and, 383  
     counseling and, 25–26, 442–443  
     Latin/Latin Americans, 429  
     mental health treatment accessibility and, 17–18  
     metaphors, culture and, 26  
     Native Americans, preservation and, 471  
     paralanguage, 26  
 Lardier, D. T., 623  
 Larkin, R., 89  
 LaRoche, M. J., 634, 636, 643  
 Laszloffy, T. A., 558, 559, 564  
 Laszloffy, T. L., 562  
 Lateral classism, 233  
 Latins/Latin Americans  
   Caribbean/Central and South Americans, 426–427  
   counseling. *See* Latins/Latin Americans, counseling  
   Cubans, 424–426  
   culture/values. *See* Latins/Latin Americans, culture/values  
   demographics, 419, 422  
   gender/sexism and, 179–180  
   generational status, 435  
   heterogeneity, Mexicans, 422–423  
   immigration status, 433–436  
   LGBTQ+ intersectionality and, 196–197  
   mental health and, 437–440. *See* Latins/Latin Americans, mental health and  
   Mexicans, 422–423  
   Puerto Ricans, 423–424  
   racial ethnic identity awareness, 55  
   resources, Internet/media, 452–453  
   Ruiz's Chicano/Latino ethnic identity model, 59  
   socioeconomic status and, 435–437  
   terminology, 420–421  
 Latins/Latin Americans, counseling  
   adolescents, 443–447  
   adults, 447–452  
   basic strategic family therapy (BSFT), 445–446  
   case studies, 446–447, 449  
   children, 442–444  
   cuento therapy, 443–444  
   ecomap, 450–452  
   resources for, 452–453, 453–455  
 Latins/Latin Americans, culture/values  
   case study, 427–428  
   family, 432  
   gender roles, 431–432  
   immigration, 428  
   interpersonal relationships, 433  
   language, 429  
   religion/spirituality, 429–430  
 Latins/Latin Americans, mental health and  
   acculturative stress, 438–439  
   additional issues, 440  
   discrimination and, 439–440  
   grief and loss, 439  
   influences on, 437–438  
   posttraumatic stress disorder, 439  
 Lau, A. S., 398  
 Lau, A. S. L., 400  
 Lavan, A. H., 650  
 Lavender-Scott, E. S., 212  
 Law Enforcement Act of 1994, 309  
 Lawson, A., 320  
 Lawson, G., 229, 252  
 Lawson, W. B., 320  
 Lazarus, Emma, 241–242  
 Lazo, R., 421  
 Lbensohn-Chialvo, F., 242  
 Le, C. N., 387  
 League of Arab States, 337  
 Leaper, C., 167  
 Leavitt, R. A., 458  
 LeBron, A. M., 439  
 Lee, C. C., 88, 92, 93, 96, 99, 103, 104, 402, 623  
 Lee, C.-T., 384  
 Lee, Courtland, 91  
 Lee, D., 400  
 Lee, E., 386  
 Lee, E.-K. O., 402  
 Lee, E. O., 614  
 Lee, F., 545  
 Lee, J., 399  
 Lee, L. C., 403  
 Lee, R., 655  
 Lee, S. K., 388  
 Lee, S. Y., 16, 18, 83  
 Legge, J., 580, 581  
 Lehrner, A., 485  
 Leli, Ubaldo, 65  
 Lemieux, A. F., 242  
 Lemke, S., 178, 179  
 Lenz, A. S., 256  
 León, A., 36  
 Leon, S., 469  
 Leondar-Wright, B., 231, 245–246  
 Leong, F. T., 396, 399  
 Leong, F. T. L., 400, 409  
 Lerner, G., 158, 173  
 Leung, P., 399  
 Lev, A. I., 61, 63, 65, 66  
 Levant, R. F., 165–166, 167  
 Levasseur, M., 654  
 Lewis, J. A., 83, 91, 117  
 Lewis, J. M., 467  
 Lewis, S., 496  
 Lewis-Fernández, R., 643  
 Lewis-McCoy, R. L., 318  
 LGBTQIA, lesbian, gay, bisexual, queer, questioning, intersex, and allies, 215  
 LGBTQ  
   ACA *Code of Ethics* revisions and, 42  
   affirmative counseling, 219–220  
   demographics, 193–194  
   hate crimes and, 192  
   heterosexism/homophobia and, 191–193  
   mental illness and, 193  
   religion and, 392  
   SafeZone program, 87  
   sexual identity development and, 66–70.  
     *See also* Sexual identity development  
   social injustice and, 83  
   stereotypes, 13  
   *See also* LGBTQ+, LGBTQ+ intersectionality  
 LGBTQ+  
   Arabs/Arab Americans and, 352  
   Black individuals, 319  
   religion/spirituality and, 576  
   youth. *See* Youth, LGBTQ+  
   *See also* LGBTQ  
 LGBTQ+ intersectionality  
   Asians/Asian Americans and, 196  
   Black individuals and, 330  
   case study, 201  
   educational statuses, 201–202  
   gender and, 198  
   Latins/Latin Americans and, 196–197  
   mental health, 206–208  
   race/ethnicity, 194–197  
   relationships and, 203–204  
   resources, Internet/media, 200  
   social class and, 202  
   spirituality, 203  
   substance abuse, 208–209  
   youth, 198–199  
 Li, M., 375, 397, 444  
 Liang, J., 20, 307  
 Liao, K. Y., 330  
 Lichtblau, E., 339  
 Liebmann, M. J., 462  
 Lifespan Conceptual Model of Ethnic-Racial Identity, 59  
 Light, M. T., 438  
 Lind, A., 209  
 Linde, L. E., 40  
 Link, B. G., 15  
 Linnaeus, Carl, 113–114  
 Lipson, S. K., 362  
 Liu, C. M., 395  
 Liu, W. M., 127, 131, 132, 136, 256, 257, 390, 395, 516  
 Liu, X., 625  
 Livingston, G., 539, 541, 550  
 Living wage, 246  
 Locus of control, 6  
 Locus of responsibility, 5–6  
 Lodrick, Z., 655  
 Logan, S. L., 566, 567  
 Lomas, T., 573  
 London Black Panther movement, 178  
 Longmire-Avital, B., 196

- Longshore, D., 607  
 Lopez, J. D., 482  
 Loss, dealing with, 291  
*Loving v. Virginia*, 539, 541  
 Lowery, B. S., 136  
 Lowry, C. A., 642  
 Lozano, A., 421  
 Luce, S., 246  
 Lucero, I., 485  
 Lucier-Greer, M., 317  
 Lui, P. P., 385  
 Luke, M., 221  
 Luna, N., 55  
 Lundquist, C., 169  
 Luo, Y., 650  
 Luu, Lin P., 373–418  
 Lyubelsky, J., 167
- M**
- Machismo, 179, 431  
 Maciel, P. A. G., 650  
 Mackrael, K., 238  
 MacLeod, B. P., 147  
 Macroaggressions, racial, 134–135  
 Madigan, K., 497  
 Magnavita, J. J., 658, 659, 660  
 Maguen, S., 15  
 Maki, D. R., 273, 275, 279, 286  
 MALDEF. *See* Mexican American  
 Legal Defense Education Fund  
 (MALDEF)  
 Male gender role conflict (Male GRC),  
 167–168  
 Male privilege, 158  
 Malott, K. M., 136, 138, 145, 441, 442, 568  
 Mann, Charles, 497  
*Man-Not, The: Race, Class, Genre and  
 the Dilemmas of Black Manhood*  
 (Curry), 330  
 Manson, S. P., 15  
 Maparyan, L., 176, 177  
 Mapping Police Violence (website), 24  
 Maramba, D. C., 389  
 Marginalization model, acculturation, 23  
 Marginalized counselor, 29  
 Marginalized identities, 89–90  
 Marginalized populations, mental health  
 counseling and, 89  
 Marianismo, 179, 431  
 Marotta, S. A., 307  
 Marriage  
 Arabs/Arab Americans, 342  
 Asians/Asian Americans and, 386–387  
 Black individuals, 316  
 interracial, 541, 550–552  
 Native Americans and, 466–467  
*See also* Interracial marriages/couples  
 entries  
 Marsh, K., 55  
 Marshall, Chief Justice John, 460–461  
 Marshall, G. N., 397  
 Martin, J. I., 15  
 Martin, M. M., 25  
 Martindale-Adams, J., 277  
 Martinez, A. R., 308  
 Martinez, D., 434, 467  
 Martyn, K. K., 386  
 Mascots, Native Americans and, 473–474  
 Masculinity, 8  
 Maslow, A., 589  
 Maslow, Abraham, 253  
 Maslow's Hierarchy of Needs, 253  
 Mason, F., 655  
 Mason, G., 460  
 Master Psychotherapists, 592  
 Masuoka, N., 111  
 Matisse, M., 72  
 Matrimonial Causes Act of 1857, 641  
 Mattes, J., 591  
 Matthews, C. R., 219  
 MAVIN Foundation, 563  
 Maxwell, M. J., 60, 535, 536, 546, 551, 552,  
 555, 562, 564, 565, 567  
 Mays, V. M., 15  
 Mbaba, M., 320  
 McAuliffe, G., 360  
 MCC. *See* Multicultural counseling compe-  
 tencies (MCC)  
 McCain, J. M., 639  
 McCarn, S. R., 66, 67, 69  
 McCarthy, J., 194  
 McClain, J. M., 639  
 McClair, V. L., 15  
 McCleary, J. S., 515  
 McCrory-Colarco, J., 317  
 McCullough, Julian Rafferty, 29  
 McCullough, R., 169  
 McDavid, D., 262  
 McDermott, R., 438, 454  
 McDonald, C. P., 107, 535, 536, 543, 545,  
 546, 548, 549, 554, 556, 557, 564,  
 565, 567, 568  
 McDonald, C. Peeper, 535–569  
 McDowell, T., 313, 324, 556, 559, 562, 564  
 McFadden, C., 210  
 McFarland, L. V., 276  
 McGeorge, C., 219  
 McGill, D. W., 528  
 McGilley, B. M., 181  
 McGoldrick, M., 98  
 McHugh, M. C., 652  
 McIntosh, Peggy, 255  
 McKenzie, R., 312  
 McLarney, E., 339  
 McLaughlin, D., 465–466  
 McLeigh, J. D., 466  
 McLeod, A. L., 655  
 McMahan, George H., 495–534  
 McMahan, H. G., 527  
 McNally, M. D., 478, 479, 487  
 McNeil, K., 497  
 MCRS. *See* Multiracial Challenges and  
 Resilience Scale (MCRS)  
 MCT. *See* Modern Classism Theory (MCT)  
 McWhirter, E. H., 88  
 MEAC. *See* Middle Eastern, Arab, and/or  
 Chaldean (MEAC)  
 Meadows, F. B., 609  
 Media resources, heterosexism, 213. *See also*  
 Resources, Internet/media entries  
 Medicaid, 274  
 Medicare, 274  
 Meditation, as therapy, 629  
 Medrano, K., 117  
 Mei, D., 390, 395  
 Mellin, E. A., 96  
 Melting pot, 503  
 MEM. *See* Multiracial Experience Measure  
 (MEM)  
 Memory loss, older adults, 291  
*Men Explain Things to Me* (Solnit), 158  
 Menke, K., 454  
 Mental health  
 Arabs/Arab Americans and, 356–360  
 Asians/Asian Americans and, 392–398  
 Black individuals, 307, 318, 319–321  
 chronic stress, oppression and, 90  
 counseling, case study, 100  
 disabilities and, 272  
 eating disorders, 181  
 gender and, 164  
 heterosexism and, 205–208  
 homosexuality and, 193  
 Latins/Latin Americans and, 437–440  
 Native Americans and, 470  
 poverty and, 243–250  
 racism and, 122  
 sexism and, 180–182  
 socialization, diagnosis and, 652–653  
 social justice counseling and, 89–90  
 White people, 520–521  
*See also* Mental illness  
*Mental Health: Culture, Race, and  
 Ethnicity—A Supplement to the  
 Mental Health* (USDHHS), 89  
 “Mental Health: Culture, Race, and  
 Ethnicity” (USDHHS), 139  
*Mental Health of Asian Americans* (Sue &  
 Morishima), 402  
 Mental health treatment, multicultural  
 populations and  
 acculturation/enculturation and, 22–24  
 attitudinal factors and, 16  
 contextual factors, 16  
 counseling, cultural norms of diverse  
 populations v., 16–17  
 inaccessibility of services and, 17–18  
 individual/collective trauma and, 24–25  
 prejudice/discrimination and, 19–20  
 stigma/mistrust and, 18  
 structural factors and, 16  
 underreporting, 20  
 Mental illness. *See also* Mental health  
 among cultural groups, 13–15  
 stigma of, 18, 365–366  
 transgender people and, 14  
 twelve-month prevalence of select  
 issues by, 14–15

- Meriam, L., 463  
 Merikangas, K. R., 15  
 Meritocracy  
   American Dream and, 503–504  
   defining principles, 135–136  
 Merkes, M., 630  
*Merriam-Webster's Online Dictionary*, 268  
 Merton, T., 589  
 Mesa-Bains, A., 178  
 Meston, C. M., 386  
 Metaphors, multicultural counseling and, 26  
 Metzler, J. M., 512, 519  
 Mexican American Legal Defense Education  
   Fund (MALDEF), 540  
 Mexicans, 422–423. *See also* Latins/Latin  
   Americans  
 Meyer, I., 206  
 Meyer, I. H., 15, 207, 399, 400  
 Meyer, M. L., 312  
 Meyer, O., 400, 408  
 MHID. *See* Multiple Heritage Identity  
   Development (MHID) model  
 Michaelis, S., 647  
 Microaggressions, racial, 134–135  
   addressing, counseling, 145–147  
   Black individuals and, 307  
   multiracial individuals and, 548–550  
   Native Americans and, 467  
   strategic goals, 147  
 Middle-class, Black individuals, 318  
 Middle East, 336  
 Middle Eastern, Arab, and/or Chaldean  
   (MEAC), LGBTQ+ and, 197–198  
*Middle Eastern/North African (MENA)*, 337  
 Middleton, R. A., 48  
 Middleton, S., 519  
 Migrants, U.S demographics and, 11–12  
 Migration Policy Institute (MPI), 499  
 Mihecoby, A., 630  
 Mickle, K. S., 177  
 Millan, J. B., 390  
 Millennial Generation, 8  
 Miller, M. J., 140, 147, 399  
 Mills, 2014, 328  
 Mills, C. P., 24  
 Minas, H., 659  
 Mingo, Taryne M., 156–188  
 Minimization, CBRI and, 135  
 Ministry of Culture, P. R. China, 581  
 Minority stress, 207  
 Minow, Martha, 283  
 Mintert, J., 92  
 Minton, Barrio, 97  
 Mirandé, A., 178  
 Misdiagnosis, 641–643  
 Misra, R., 396  
 Mistrust, mental health treatment and, 18  
 Mitcham-Smith, 2007, 36  
 Mitchell, C. M., 15  
 Mitchell, D. W., 578  
 Mittal, S., 387  
 Miville, M. L., 549  
 Mixed Race Studies Organization, 563  
 Mixon-Mitchell, D., 117  
 Miyawaki, C. E., 384  
 Mizock, L., 169  
 Mkhize, D., 626  
 Model-minority myth, 377–379  
 Model of Psychological Liberation (Banks  
   & Stephens), 59  
 Modern Classism Theory (MCT), 256  
 Moffitt, U., 524  
 Mohapatra, S., 151  
 Mojaverian, T., 643  
 Mongelli, F., 667  
 Monk, E. P., 305  
 Monroe, C., 440  
 Montgomery, D. E., 607  
 Moodley, R., 614  
 Moore, N., 313, 324  
 Moradi, B., 71  
 Morales, E. S., 194–195  
 Morgan Consoli, M., 430, 454  
 Morishima, J., 402  
 Morishita, S., 625  
 Morisi, T. L., 521  
 Morita, Shoma, 625–626  
 Morita therapy, 625–626  
 Morris, Olive, 178  
 Morrison, Toni, 175  
 Mosley, A. J., 180, 595  
 Motivational interviewing (MI), 441, 454  
 Mouzon, D., 647  
 Movement Advancement Project, 204  
 Movies, combat White privilege, 153–154  
 MSJCC. *See* Multicultural and Social  
   Justice Counseling Competencies  
   (MSJCC)  
 Muhammad, K. G., 304  
 Mui, A. C., 396  
 Mukherjee, S., 458  
 Mukkamala, S., 391  
 Multiracial individuals  
   identity development, 542–545  
   identity models, 542–543  
 Multicultural and Social Justice Counseling  
   Competencies (MSJCC), 28–30,  
   33, 78, 90–91, 93, 141, 159, 253,  
   298, 422  
   Arabs/Arab Americans, 364–365  
   awareness, 254–255  
   endorsement of, 635  
   four domains of, 30  
   identity development and, 48  
   intersectionality, 545–546  
   knowledge, 256–257  
   multiracial individuals, 554–567  
   power, six arenas for addressing, 33–36  
   religion/spirituality, 573–574  
 Multicultural context, counseling theories.  
   *See* Counseling theories, multicultural  
   context  
 Multicultural counseling  
   codes of ethics. *See* Ethics, multicultural  
   counseling and  
   communication role in, 25–28. *See also*  
   Communication, role in multicultural  
   counseling  
   competency, 30–44  
   defined, 3–4  
   historical definitions, 3  
   immigration and, 21  
   key terminology, 3–9  
   systems approach to, 33  
   White people, 524–532  
 Multicultural counseling competencies  
   (MCC), 92  
 Multicultural Counseling Competencies and  
   Standards (MSJCC), 92–94  
   skills domain, 257–259  
 Multicultural and Social Justice Counseling  
   Competencies, 672–681  
   client worldview, 674–677  
   conceptual framework, 673  
   counseling and advocacy interventions,  
   679–681  
   counseling relationship, 677–678  
   counselor self-awareness, 672–674  
 Multicultural counseling therapy (MCT),  
   621–622  
 Multidimensional Model of Racial Identity  
   (Willis & Neblett), 48, 59  
 Multiple Heritage Identity Development  
   (MHID) model (Henriksen &  
   Paladino), 57–58  
 Multiracial Challenges and Resilience Scale  
   (MCRS) (Salahuddin & O'Brien),  
   549  
 Multiracial Experience Measure (MEM)  
   (Yoo), 549  
 Multiracial identity development (Root),  
   57  
 Multiracial identity development (Root),  
   case study, 58–59  
 Multiracial individuals  
   bill of rights, 558  
   case studies, 550, 561, 563–564, 566  
   counseling. *See* Counseling multiracial  
   individuals  
   couples, 550–552  
   families, 552–553  
   historical demographics, 539–541  
   identity development, 546–548  
   intersectionality, 545–546  
   marriages, 541  
   microaggressions/resilience, 548–550  
   oath of social responsibility, 558  
   research areas, 567–568  
   resources, Internet/media, 559  
   terminology, 536–538  
 Mun, R. U., 387  
 Murdock, N. L., 605  
 Museum, S. D., 377, 389

- Mushonga, D. R., 310  
 Muslim Public Affairs Council, 339  
 Muslim(s)  
   defined, 337  
   LGBTQ+ and, 197  
   *See also* Islam  
 Mwangi, C. A. G., 312  
 Myers, J. E., 293–295, 664  
 Myth of meritocracy, 136
- N**
- NAACP. *See* National Association for the Advancement of Colored People (NAACP)  
 Nadal, K. L., 19, 145, 214, 375, 376, 390, 392, 395, 548  
 Nagata, D. K., 375  
 Nagi, Saad Z., 274  
 Naikan therapy, 625  
 Nalven, T., 481  
 Nam, S. K., 400  
 NAMI. *See* National Alliance on Mental Illness (NAMI)  
 Nandan, M., 388  
 Narrative approach, White people, 530–531  
 Narrative therapy, 441  
 Narvaez, R., 565  
 Nassar, S., 92, 172, 185, 339, 568  
 Nassar, S. C., 360  
 Nassar, Sylvia C., 335–372  
 Nassar-McMillian, Sylvia C., 29, 335–373, 340  
 Nath, S. R., 163  
 National Academies of Science, Engineering, and Medicine, 150, 650  
 National Ad Council, 288  
 National Alliance on Mental Illness (NAMI), 272, 308, 320, 399  
 National Asian Woman's Health Organization (NAWHO), 398  
 National Association for the Advancement of Colored People (NAACP), 321, 540  
 National Association of Multicultural Rehabilitation Concerns (NAMRC), 298  
 National Association for Research and Therapy of Homosexuality, 218  
 National Association of Social Workers (NASW), 411  
 National Board for Certified Counselors (NBCC), 262  
 National Center for Education Statistics (NCES), 245  
 National Center for Family and Marriage Research (NCFMR), 315  
 National Center for Health Statistics, 193  
 National Coalition for the Accurate Count of Asian and Pacific Americans, 540  
 National Coalition for Women and Girls in Education, 183–184  
 National Coalition of Anti-Violence Programs, 192  
 National Commission on Asian American Pacific Islanders Research in Education, 379, 383  
 National Congress of American Indians (NCAI), 460, 474  
 National Council of La Raza, 125  
 National Defense Authorization Act, 339  
 National Disability Institute (NDI), 299  
 National Gay and Lesbian Task Force, 192, 193  
 National Hurricane Center, 424  
 National Intimate Partner and Sexual Violence Survey (NISVS), 182  
 Nationality  
   defined, 7  
   U.S. demographics and, 11–12  
 National Latino and Asian American Study (NLAAS), 395, 396, 397, 399, 403, 404  
 National Network to End Domestic Violence, 397  
 National Organization of Women (NOW), 176  
 National Park Service, 473  
 National Public Radio, 505  
 National Renewable Energy Laboratory (NREL), 472  
 National Security Strategy, 339  
 National Women's Law Center, 13  
 National Youth Risk Behavior Survey, 208  
 Nation's Report Card, 468  
 Native Americans  
   American Indian Religious Freedom Act of 1979, 473, 571  
   Appropriation Bill for Indian Affairs, 463  
   Berdaches and, 192  
   blood quantum and, 461  
   case studies, 462, 467, 468, 480, 488  
   casinos and, 471–472  
   Certificate Degree of Indian Blood (CDIB), 461  
   Circle of Care Initiative, 471  
   counseling. *See* Counseling Native Americans  
   cultural genocide, 466  
   cultural preservation, 470–471  
   culture/values, 475–478  
   demographics, 458–459  
   enculturation, 459–460  
   gender/sexism and, 178–179  
   General Allotment (Dawes Act) of 1887, 464  
   health model for (Choney), 59  
   historical trauma and, 466  
   history, 462–466  
   history quiz, 458  
   incarcerated, 460  
   Indian Alcohol and Substance Abuse Prevention Program, 465  
   Indian Appropriations Act of 1871, 464  
   Indian Child Welfare Act of 1978, 571  
   Indian Citizenship Act of 1924, 464  
   Indian Education Act of 1972, 471  
   Indian Religious Crimes Act of 1883, 478  
   Indian Religious Freedom Act of 1978, 471, 478  
   Indian Relocation Act of 1956, 464–465  
   Indian Self-Determination Act, 465  
   language preservation, 471  
   LGBTQ+ and, 197  
   religion/spirituality, 478–480  
   Religious Crime Codes, 571  
   research areas, 481–483  
   Residential Schools and, 463–464, 465–466  
   sacred sites/remains repatriation, 473  
   sociocultural characteristics, 466–470  
   socioeconomic status and, 460  
   stereotypes/mascot issues, 473–474  
   substance abuse and, 460  
   suicide and, 460  
   Tribal Courts Assistance Program, 465  
   tribal membership/identity, 460–462  
   tribal resources, 472  
   Tribal Self-Governance Act of 1994, 465  
 Naturalization, CBRI and, 135  
 Nava, A., 24  
 NAWHO. *See* National Asian Woman's Health Organization (NAWHO)  
 NBCC. *See* National Board for Certified Counselors (NBCC)  
 NCAI. *See* National Congress of American Indians (NCAI)  
 NCES. *See* National Center for Education Statistics (NCES)  
 NCFMR. *See* National Center for Family and Marriage Research (NCFMR)  
 NDE. *See* Near death experience (NDE)  
 NDI. *See* National Disability Institute (NDI)  
 Neace, R. T., 530  
 Near death experience (NDE), 596  
 Neblett, E. W., 48, 59, 139, 140, 310  
 Nedjat-Haiem, F. R., 441, 454  
 Neel, J., 458  
 Neely-Fairbanks, S. Y., 36  
 Negi, N. J., 439  
 Nellis, A., 151  
 Nelson, H. L., 641  
 Net worth, 230  
 Neukrug, E., 618, 623  
 Neulicht, A. T., 280  
 Neville, H. A., 49, 135, 137, 140, 148, 545  
 Newcomb, M. E., 208  
 Newman, M. G., 637, 638  
 Newport, F., 193  
 New York Press, 307  
*New York Times*, 339  
*New York Times Magazine*, 377  
 Ngamake, S. T., 19

- Nguyen, D., 400  
 Nguyen, P. V., 385  
 Nhât Hanh, T., 630  
 Nichols, L. O., 277  
 Nicholson, H. L., 390, 395  
 Nilsson, J. E., 261  
 Nineteenth Amendment, 175  
 NISVS. *See* National Intimate Partner and Sexual Violence Survey (NISVS)  
 Nitz, A., 526  
 NLAAS. *See* National Latino and Asian American Study (NLAAS)  
 Nobles, D., 626  
 Noel, N., 150  
 Nonbinary  
   counseling, 169–172  
   defined, 157  
 Nonverbal communication, multicultural counseling and, 26–27  
 Norcross, J. C., 529, 530  
 Nord, J., 556  
 Normal, abnormal *v.*, 639–643  
 Normality, culturally based definitions, 17  
 Norman, J. B., 549  
 North, C. S., 650  
 Nouri, R., 182  
 Novins, D. K., 15  
 NREL. *See* National Renewable Energy Laboratory (NREL), 472  
 Ntu psychotherapy, 626–628  
 Núñez, A., 151
- O**
- Obasi, E. M., 607  
 O'Brien, K. M., 536, 543, 546, 548, 549, 568  
 O'Connell, A. H., 307  
 O'Donnell, S., 206  
 Offerman, L. R., 545  
 Office of Disease Prevention and Health Promotion, 150  
 Office of Homeland Security, 306. *See also* U.S. Department of Homeland Security  
 Office of Management and Budget (OMB), 113  
 Office of the U.S. Surgeon General, 612  
 Ogbu, J., 382  
 O'Hara, C., 252, 253  
 O'Hara, Caroline, 82–109  
 Okasha, A., 180  
 Okazaki, S., 387, 403, 404  
 O'Keefe, K. M., 460  
 Olcaysoy, Okten, I., 123  
 Older adults. *See* Adults, older  
 Older Americans Act, 292  
 Older Americans Act Amendments of 2006, 292  
 Oliver, A., 310  
 Olkin, R., 286, 287  
 Olson, J. S., 513  
 Olson, K., 409  
 OMB. *See* Office of Management and Budget (OMB)
- One-drop rule, 304  
 O'Neil, J. M., 167  
 Opara, I., 316  
 Oppression  
   Arabs/Arab Americans, 356  
   chronic stressors and, 90  
   defined, 8, 83  
   European Americans, 518  
   internalized, sexism and, 181–182  
   Native Americans and, 485–486  
   prejudice/discrimination and, 19  
   privilege and, 85  
   religious, 587  
   secondary, 84  
   types of, 83–84  
   White Americans, 505–507  
   White people and, 138  
 Oppression by deprivation, 83–84  
 Oppression by force, 83  
 Orbea, G., 421  
 O'Reilly, C., 89  
 O'Reilly, K. B., 567  
 Organisation for Economic Co-operation and Development, 237, 625  
 Organista, K. C., 432, 434  
 Ortabag, T., 182  
 Ortiz, F. A., 433  
 Ortiz, P., 440  
 Osborne, S. D., 465  
 Ostler, T., 352  
 Outreach/nonclinical visibility, Asian Americans and, 410  
 Overculture, 229  
 Overdiagnosis, 641–643  
 Overstreet, N. M., 194  
 Owen, J., 162, 179, 634, 635  
 Oxford University Press, 583  
 Ozawa-deSilva, B., 625  
 Ozawa-deSilva, C., 625
- P**
- Padela, A. I., 339  
 Padilla, A. M., 438  
 Padilla, Y., 288  
 Paik, S. J., 374, 384  
 Pain, 650  
 Paintner, C. V., 589  
 Paisley, Pamela O., 495–534  
 Paladino, D. A., 57–58  
 Palaniappan, L. P., 395  
 Pampati, S., 362  
 Panaitiu, I. G., 304  
 Paniagua, F. A., 23, 318, 642  
 Pansexual, 191  
 Paone, T. R., 441, 442  
 Paradies, Y., 318  
 Paralanguage, nonverbal communication, 26  
 Pargament, K. I., 573, 590, 591, 592, 593, 594, 596  
 Parham, T. A., 310  
 Park, E., 396, 404  
 Park, I. J. K., 122, 162, 402  
 Parker, B., 164, 623  
 Park-Lee, E., 15  
 Parks, E. E., 256  
 Parks, S. D., 74, 75–76  
 Parks's model of spiritual identity, 75–76  
 Parrillo, V. N., 459, 498, 518  
 Parry, M., 176  
 Parsons, Frank, 91  
 Paschal, A. M., 124  
 Paschall, K. W., 317  
 Patel, A., 324  
*Pathologizing Cultural Values Communication Styles*: racial microaggression, 134  
 Pathology, 274  
 Patience, Native Americans and, 476–477  
 PATRIOT Act, 339  
 Patterns of communication, clients/counselors and, 28  
 Patterson, M. M., 523  
 Paylo, M., 658, 659, 664, 668, 669  
 Pearce, J. K., 528  
 Pearman, F. A., 124  
 Peck, D., 500  
 Pedersen, P. B., 321, 322, 327, 526, 614, 635  
 Peers, MSJCC competencies and, 34–35  
 People for the American Way (PFAW), 199  
 People-of-Color  
   cost of racism for, 120–121  
   counselors, protect against White people, 143  
   Helms's People-of Color Identity Model, 50, 51–52  
   Queer, 213–214  
   suicide and, 206  
   White colonization, enslavement/warfare, 174  
*People's History of the United States* (Zinn), 174  
 Pepping, C. A., 213  
 Perez, W., 439  
 Pérez, Z. J., 434  
 Pérez-Escamilla, R., 440  
 Pérez-Sales, P., 607  
 Perls, Fritz, 615, 617  
 Perry, A. R., 314  
 Personalismo, 433  
 Person-centered counseling skills, 259  
 Pester, D. A., 18  
 Petasis, A., 273, 274  
 Peters, M. F., 313  
 Peters, R. M., 124  
 Peterson, A. D., 360  
 Peterson, Amanda F., 456–494  
 Peterson, L. S., 26  
 Pew Forum on Religion & Public Life, 575, 583  
 Pew Hispanic Center, 422, 423, 424, 426, 435, 442  
 Pew Research Center, 306, 374, 375, 382, 383, 390, 419, 421, 422, 423, 426, 428, 429, 433, 437, 440, 541, 571, 578, 579, 582, 583, 584, 594, 667  
 PFAW. *See* People for the American Way

- Pfefferbaum, B., 650  
 Pham, A. V., 16  
 Philbin, M., 438  
 Phillips, F. B., 626, 627  
 Phillips, Frederick, 626  
 Phillips, Layli, 175, 176, 177  
 Phinney, J. S., 22, 53–56, 542  
 Phinney's Model of Ethnic Identity, 53–56  
 Phipps, R., 454  
 Physical consequences  
   heterosexism, 208–209  
   sexism, 182–183  
 Physical costs, racism, 124–125  
 Picciotto, G., 597  
 Pichette, E. F., 475  
 Pierre, J., 127, 128  
 Pieterse, A. L., 122  
 Pieterse, U., 568  
 Pilecki, B. C., 665  
 Pilkington, E., 151  
 Pineros-Leano, M., 454  
 Pinyuchon, M., 409  
 Pistella, J., 217  
 Pluralistic counselor, 593–594  
*Plyer v. Doe*, 434  
 PMS. *See* Premenstrual dysphoric disorder (PMDD)  
 Polanco-Roman, L., 24  
 Polaris Project, 209  
 Police violence, 24  
 Polivy, J., 181  
 Poll, J. B., 73, 75  
 Pollack, L. M., 210  
 Poll and Smith's model of spiritual identity, 75  
 Pollock, E. D., 313, 314  
 Polytrauma, 276  
 Ponce, N., 396  
 Pong, H., 179, 399, 400  
 Ponterotto, J., 57, 542  
 Ponterotto, J. G., 48, 53  
 Ponterotto's Model of Cultural Identity Development, 53  
 Pope, A. M., 274  
 Pope, M., 479  
 Pope-Davis, D. B., 621  
 Porow, M., 552, 553, 560  
 Portman, T. A. A., 475, 480, 481  
 Positive discrimination, 282–283  
 Positive Youth Development (Storlie), 454  
 Poston, W. S. C., 56, 542  
 Poston's Five Stage Model of Biracial Identity Development, 56  
 Postsecondary National Policy Institute, 422, 468  
 Posttraumatic stress disorder (PTSD), 347  
   Asians/Asian Americans and, 395, 397  
   Latin/Latin Americans and, 439  
   Native Americans and, 486  
   sexism and, 182  
 Poushter, J., 194  
 Poverty  
   Africans/African Americans and, 306  
   defining, 230  
   demographics of, 243–244  
   disabilities and, 274  
   effects of, 90  
   events labor/reform, 250–251  
   knowledge domains/theories, 256  
   mental health and, 244–250  
   Native Americans and, 469–470  
   resources, advocacy/learning, 263–264  
 Poverty attribution, 234  
 Poverty rate  
   disparate earnings, SES and, 13  
   LGBTQ+ and, 202  
 Poverty sensitive assessment, 257–259  
 POWADA. *See* Protecting Older Workers Against Discrimination Act (POWADA)  
 Powell, P. H., 539  
 Power, imbalance of, 84  
 Pramuka, M., 277  
 Pratt, R. H., 463  
 Pratto, F., 242  
 Prejudice  
   mental health treatment and, 19–20  
   SES and, 230  
   *See also* Discrimination  
 Premature mortality, Native Americans and, 470  
 Premenstrual dysphoric disorder (PMDD), 652  
 Price, M., 629  
 Primary oppression, 84  
 Privilege  
   awareness of, 86–87  
   counselors and, 29  
   defined, 8, 85  
   oppression and, 85  
   White Americans, 505–507  
 Prochaska, J. O., 529, 530  
 Professional counseling standards, social justice counseling and, 92–96  
 Project RACE (Reclassify All Children Equally), 540  
 Protecting Older Workers Against Discrimination Act (POWADA), 299  
 Proxemics, nonverbal communication, 26  
 Proxy privilege, 131–132  
 Pryor, T. L., 181  
 Psychodynamic counseling, Black individuals, 322  
 Psychodynamic theory, 616  
 Psychological distancing, 234  
 Psychopathology, diagnosis and, 643–647  
*Psychotherapy with African American Women* (Jackson & Greene), 322  
 PTSD. *See* Posttraumatic stress disorder (PTSD)  
 Public assistance, 237  
 Public policy, advocacy and, 262, 284–285  
 Puerto Ricans, 423–424  
 Puig, A., 629  
 Pulling back, 562  
 Pushing back, 562
- Q**  
 Qin, D. B., 385, 386  
 QPOC. *See* Queer people of color  
 Queer people of color (QPOC), 213–214  
 Questioning, 190  
 Quintero, D., 180  
 Qusha, N., 352
- R**  
 Race  
   aging adults, 288  
   Asians/Asian Americans and, 389–390  
   class and, 241  
   colorism and, 305  
   defined, 8, 389  
   divorce and, 315  
   eating disorders and, 181  
   education and, 245  
   five racial categories, 113  
   healthcare/insurance, 248  
   incarceration rates and, 151  
   LGBTQ+ intersectionality, 194–197  
   mental health services and, 16  
   mental illness and, 14  
   mistrust, mental health treatment and, 18  
   police violence and, 24  
   poverty rates and, 13  
   racism, historical/contemporary expressions, 111–113  
   social construct of, 113–115  
   socioeconomic status and, 12–13  
   suicide attempts, 206  
   trauma, effects of historical, 24  
   U.S. demographics and, 10–11  
   *See also* Africans/African Americans  
*Race, Ethnicity, and Disability* (NDI), 299  
 Race-based stereotyping, 142  
 Racial and Ethnic Microaggressions Scale (R28REMS; Forrester-Bank), 146  
 Racial group membership, 8  
 Racial identity  
   assessing client's, 144–145  
   Black, 310–312  
 Racial identity development models  
   biracial, 56–57  
   counseling, addressing in, 60–61  
   Multidimensional Model of Racial Identity (Willis & Neblett), 59  
   multiracial, 56–57  
   Racialized sexism, 178  
 Racial macroaggressions, 134–135  
 Racial microaggressions, 134–135, 145–147  
 Racial Microaggressions Scale (RMAS), 607  
 Racial profiling, 116–117  
 Racial worldview, 115–116  
 Racism  
   Asians/Asian Americans and, 395–396  
   case studies, 121  
   combating costs of, 125  
   costs of, for people-of-color, 120–125  
   costs of, for White people, 137–138  
   defining, 8, 115–117

- Racism (*continued*)  
 examples of institutional and cultural  
 forms of, U.S. history, 117–120  
 gendered, 178  
 intersectionality and, 140  
 as public health threat, 89  
 race, historical/contemporary expressions,  
 111–113  
 resources to combat, 152–154  
 three levels of, 116
- Ramasubramanian, S., 308
- Ramirez, S., 443
- Ramos-Sánchez, L., 26, 28
- Rao, A., 151
- Rasmi, S., 340, 341, 358
- Ratts, M. J., 3, 25, 30, 33, 35–36, 43, 46, 48,  
 53, 60, 78, 83, 84, 89, 91, 92, 93, 107,  
 139, 141, 159, 161, 162, 185, 253,  
 255, 259, 298, 412, 413, 422, 431,  
 434, 440, 447, 454, 455, 524, 525,  
 527, 535, 545, 554, 556, 568, 587,  
 614, 633, 634, 635, 636, 667, 669
- Ratts, Manivong J., 29
- Rawlins, M., 562
- Raymo, J. M., 390
- RCT. *See* Relational-cultural theory
- Reality therapy, 526
- Reclassify All Children Equally (Project  
 RACE), 540
- Reed, E. E., 165, 166
- Reese, R. F., 664
- Reeves, T. J., 375
- Referrals, 666–667
- Refugees  
 Arab, tips for working with, 359–360  
 defining, 389, 515  
 U.S. demographics and, 11
- Regier, D. A., 638
- Rehabilitation counseling  
 case study, 101  
 defining, 89
- Relational-cultural theory (RCT), 256, 623
- Relationships, LGBTQ+ and, 203–204
- Relative functionalism, 387
- Religion  
 Arabs/Arab Americans and, 337  
 Asians/Asian Americans and, 387  
 Black individuals, support system, 321  
 case study, 574–575  
 categories/types of, 72  
 common aspects, 587–590  
 comparing, 585  
 counseling theory and, multicultural,  
 610–611  
 defined, 9, 572, 573  
 demographics/ beliefs, 571  
 ethnicity and, 349–350  
 freedom/suppression, 571  
 Islam, 342–344  
 Latins/Latin Americans and, 429–430  
 LGBTQ and, 392  
 LGBTQ+ and, 203  
 Native Americans and, 478–480  
 oppression, 587  
 research, 590–591  
 resources, Internet/media  
 spirituality v., 573–577  
 world. *See* World religions  
*See also* Counseling, spiritual issues;  
 Eastern world religions; Spirituality;  
 Western world religions
- ReligionFacts, 579, 580, 581, 583
- Religious appropriation, 595
- Religious Crime Codes, 571
- Remember Me to Lebanon* (Shakir), 353
- Remer, P., 183
- Rendón, M. G., 422
- Reninger, E., 580
- Reparative therapy, 218
- Research areas  
 ableism/ageism/disability, 298–299  
 Arabs/Arab Americans, 361–362  
 Asians/Asian Americans, 402–404  
 Black families/ individuals, 329–330  
 cultural identity development, 78–79  
 diagnosis, 667–668  
 European Americans, 519  
 gender/sexism, 187  
 Latin Americans, 453–455  
 multicultural counseling competency, 43–44  
 multicultural counseling theories, 630–631  
 multiracial individuals, 567–568  
 Native Americans, 481–483  
 sexual/affectional orientation, 212–214  
 social class/classism, 252–253  
 social justice advocacy/counseling,  
 104–106  
 spiritual diversity, 590–591  
 White supremacy/privilege, 139–149
- Residential Schools, Native Americans and,  
 463–464, 465–466
- Resilience  
 Asian Americans and, 402  
 counseling and, 186–187  
 defined, 89  
 multiracial individuals, 548–550
- Resnick, C. A., 24
- Resnicow, K., 362
- Resources, Internet/media  
 advocacy/learning, 263–264  
 Arabs/Arab Americans, 369–371  
 Asians/Asian Americans, 414–416  
 Black individuals/families, 330–333  
 disabled individuals, counseling, 283–286  
 Latins/Latin Americans, 452–453  
 multiracial individuals, 559  
 Native American culture, 492–493  
 non-western/alternative therapy ap-  
 proaches, 624  
 older adults, learning/advocacy, 295–297  
 race, racism, White privilege, 152–154  
 religion/spirituality, 600
- Reverse discrimination, 136–137
- Rezcallah, A., 347
- Ribeiro, A. C. F., 178
- Rice, K. G., 630
- Richards, A., 176
- Richardson, T., 528
- Richmond, L. J., 519
- Rico, B., 541
- Rietbergen, P., 496, 506
- Rimawi, A. Z., 362
- Rivas-Drake, D., 55
- Rivers, I., 208
- RMAS. *See* Racial Microaggressions Scale  
 (RMAS)
- Ro, A., 8
- Robbins, M., 446
- Roberts, S. O., 539, 540
- Robey, P. A., 324
- Robinson, M., 192
- Robinson, T. L., 61, 62, 91
- Robinson, T. N., 181
- Robinson-Wood, T. L., 483, 636
- Rockquemore, K. A., 562
- Rocque, M., 309
- Rodgers, R. A., 99
- Roediger, D. R., 241, 500
- Roemer, A., 591
- Rogers, B. K., 167
- Rogers, Carl, 91, 615
- Rogers, L. O., 48, 122
- Romig, C. A., 615
- Root, M. P. P., 57, 542, 543–544, 545,  
 546–548, 548, 550, 551, 553, 555, 558
- Root Ecological Framework for Understanding  
 Multiracial Identity Development*  
 (Root), 543, 544
- Rosario, C., 180
- Rose, J. S., 89
- Rose, A. M., 288
- Rosen, D., 483
- Rosenfield, S., 647
- Rosenthal, L., 550–551
- Rosino, M. L., 309
- Ross, C. L., 552
- Roth, K. B., 8, 112
- Rothman, E. F., 200
- Roush, K. L., 61, 63
- Rousseau, N., 256
- Rowe, J. L., 297
- Rowe, W., 522–523
- Roysircar, G., 402
- Rubalcava, L., 316
- Rubin, R. B., 25
- Rubio, A. D. J., 508
- Ruiz, A. S., 59
- Russell, G., 472
- Russell, S. T., 200, 206, 208
- Rutherford, A., 458
- Ruzek, N. A., 399, 400
- Ryder, A. G., 362
- S**  
 Sacred sites/remains repatriation, Native  
 Americans and, 473
- SafeZone program, 87
- Sagardui-Villamor, J., 288

- Sagula, D., 630  
 SAIGE. *See* Society of Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), 200  
 Salad bowl, 503  
 Salahuddin, N. M., 549  
 Salazar, C., 92  
 Salazar, M., 458  
 Salehyan, I., 338, 339  
 Salinas, C., 421  
 Salter, P. S., 506  
 Salzberg, S., 589  
 Samari, G., 356, 362  
 Samhan, H., 348  
 Samhan, H. H., 336, 337, 338, 342, 347, 350  
 SAMHSA. *See* Substance Abuse and Mental Health Administration (SAMHSA)  
 Samovar, L. A., 388  
 Sanchez, A. A., 430  
 Sanchez, D. T., 549  
 Sanchez, M., 444  
 Sandler, K., 327  
 Santisteban, D. A., 445–446  
 Santos, J. P., 178  
 Sapiro, B., 309  
 Sawyer, P. J., 318  
 Schaeffle, S., 136, 145  
 Schick, M. R., 481  
 Schildkraut, D. J., 307  
 Schizophrenia, Asian Americans and, 398  
 Schmidt, R. W., 461  
 Schmitt, M. T., 385  
 Schmitz, R. M., 196  
 Schneebarger, A. R., 208  
 Scholl, M. B., 213  
 School  
   address racism in client's, 148  
   advocacy in, 262  
   *See also* Education  
 School counseling, case study, 100–101  
 Schooley, R. C., 140  
 Schott Foundation for Public Education, 245  
 Schram, S. F., 309  
 Schriener, K. F., 283  
 Schroeder, D. G., 560, 563  
 Schuler, M., 445  
 Schwartz, R. C., 667  
 Schweibert, V. L., 293–295  
 Scoffone, Chelsea, 495–534  
 Scogin, F., 324  
 Scott, D. A., 61, 62  
 Scott, S. K., 72  
 Scull, N. C., 341  
 SCWM. *See* Social Class Worldview Model (SCWM)  
 Secondary oppression, 84. *See also* Oppression  
 Second-Class Citizen and Assumptions of Criminality, Assumptions of Inferiority, Assumptions of Similarities, Microinvalidations, and Media Microaggressions (Sue), 146  
*Second-Class Citizen* microaggression, 134  
 Segregation, racism and, 123  
 Seider, S., 234  
 Seidler, Z. E., 162  
 Self-awareness, social justice counselors and, 97, 98  
   achieving, White counselors, 141–143  
   multiracial individuals, 554  
 Self-esteem, LGBTQ+ and, 207  
 Self-in-relation, 625  
 Sellers, R. M., 310  
 Semega, J., 241, 243  
 Separation model, acculturation, 23  
 September 11, 2001, 339  
 Sered, S. S., 249  
*Serrano v. Priest*, 245  
 SES. *See* Socioeconomic status (SES)  
 Seshadri, G., 555, 560  
 Seto, A., 26  
 Sexism  
   consequences, 180–185  
   counseling and, 184–187  
   defined, 158  
   gender definitions, socialization/expression, 157–161  
   historical context, 173  
   historical resistance to, feminist movements, 175–177  
   intersectionality, 159  
   physical consequences, 182–183  
   post-World War II, women, work and, 174–175  
   racialized, 178  
   research trends, 187  
   resources, Internet/media, 172  
 Sexual dysfunction, 651  
 Sexual identity  
   Asians/Asian Americans and, 391–392  
   defined, 9, 190  
 Sexual identity development  
   bisexual, Kinsey, Wienberg, Brown, 69–70  
   Brady & Busse's sexual identity model, 68  
   case studies, 70–72  
   Cass's homosexual identity formation model, 68  
   coming-out model (Coleman), 68  
   counseling, addressing in, 70  
   defining models of, 66  
   Gay and Lesbian Sexual Identity Development Models, 67  
   inclusive model of lesbian/gay identity formation (McCarn & Fassinger), 69  
   Troiden's model of, 69  
 Sexual identity model (Brady & Busse), 68  
 Sexual identity model (Troiden), 115–116  
 Sexual orientation  
   counseling approach to, 214–215  
   defined, 9, 190  
   mental illness and, 14  
 Sexual orientation change efforts (SOCE), 218–219  
 Sexual trauma, sexism and, 182  
 Shaheen, 2014, 352  
 Shakir, E., 354  
 Shakir, Evelyn, 353  
 Shannonhouse, Laura R., 633–670  
 Sharing, Native American culture and, 476  
 Shaw, Brian, 30  
 Shea, H., 471  
 Shea, M., 408  
 Shear, S. B., 505  
 Shebak, S. S., 361  
 Shek, Y. L., 390  
 Shen, B. J., 397  
 Shen, Y., 389  
 Shifrer, D., 299  
 Shih, M., 377, 379, 380, 549  
 Shillingford, M. A., 117  
 Shillingford-Butler, Ann, 110–155  
 Shin, S. M., 89  
 Shipherd, J.C., 15  
 Sikhism, 579–580  
 Silent generation, 8  
 Sillen, S., 659  
 Simmons, H., 382  
 Simón, Y., 420, 421  
 Simons, J. D., 217  
 Simpkins, A., 580  
 Simpkins, C. A., 580  
 Singh, Anneliese A., 9, 29, 89, 92, 107, 156–188, 568, 579, 580, 623  
 Singleton, G. J., 122  
 Sink, C., 72  
 Sirey, J. A., 650  
 Sirin, S. R., 440  
 Siy, J. O., 379  
 Skewes, M. C., 460  
 Skidmore, W. C., 15  
 Skills, MSJCC domain, 30  
   Arab Americans, 364  
   counseling, assessing class, 257–259  
   older adults, 297  
   resources, counseling disabled, 283–286  
 Skinner, A. L., 551  
 Skudrzyk, Bogusia, 495–534  
 Slavery, 304, 307  
 Slife, B. D., 606  
 Small, C., 539  
 Smångs, M., 304  
 Smart, D. W., 272, 283  
 Smart, J. F., 89, 272, 283  
 Smart, R., 181  
 Smedley, A., 113  
 Smedley, B. D., 113  
 Smith, H., 573, 583, 584  
 Smith, J. R., 16, 28, 307  
 Smith, L., 221, 253, 314, 490  
 Smith, L. E., 540  
 Smith, R. M., 182, 571  
 Smith, S. R., 385  
 Smith, T. B., 74, 75, 401  
 Smith, T. O., 650  
 Smith, T. W., 571

- Smolak, L., 652  
 Snellings, Q., 309  
 Snowden, L. R., 398  
 Snowshoe, A., 46  
 SOCE. *See* Sexual orientation change efforts (SOCE)  
*Social Action: A Mandate for Counselors* (Lee & Walz), 91  
 Social advocacy  
   Asians/Asian Americans, 411–413  
   counseling profession and, 29  
   counselors, applying ACA advocacy competencies, 92–96  
   defined, 9  
 Social class  
   across cultures/nations, 231–232  
   classism and, 233–236  
   defined, 226, 229  
   LGBTQ+ and, 202  
   research, 252–253  
   terms of, 227  
   *See also* Socioeconomic status (SES)  
 Social class mobility, 238  
 Social Class Worldview Model (SCWM), 256, 257  
 Social Cognitive Career Theory (Ali & Menke), 454  
 Social consequences  
   heterosexism, 209–212  
   sexism, 183–184  
 Social construct, race, 113–115  
 Social injustice  
   defined, 83  
   timeline, milestones, 91–92  
 Social isolation, 650  
 Socialization, emotional expression and, 27–28  
 Social justice  
   Asians/Asian Americans, 411–413  
   combating racism, 126–127  
   counseling and, 186–187  
   defined, 9  
   multiracial oath of, 558  
   Native Americans and, 490–492  
   three-tiered model of, 96–103  
   White people, counseling and, 524–532  
 Social justice counseling  
   ACA Advocacy Competencies, applying to, 92–96  
   activities, 104–105  
   case studies, 99–103  
   challenges/benefits, 103–104  
   defined, 83  
   empowerment, 88–89  
   five personal action steps, 93  
   historical context, 90–92  
   oppression and, 83–85  
   professional counseling standards, advocacy in, 92–96  
   research areas, 107–108  
   resources, Internet/media, 105–106  
 Social model of disability, variations, 274–275  
 Social Security Act in 1935, 280  
 Social Security Administration (SSA), 268  
 Social Security Disability Insurance (SSDI), 268  
 Social Security Online, 292  
 Social segregation, racism and, 123  
 Society of Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) (website), 200, 215, 216  
 Socioeconomic status (SES). *See also* Social class  
   Arabs/Arab Americans, 344–345  
   Black individuals, mental health and, 319–320  
   defined, 9, 230  
   Latins/Latin Americans, 435–437  
   mental health services, inaccessibility of and, 17–18  
   mental health treatment and lower, 16  
   Native Americans, 460  
   older adults, 292  
   U.S demographics and, 12–13  
 Sociopolitical model (social model) of disability, 273  
 Sodowsky, G. R., 59  
 Sojka, C. J., 545  
*Soldier Rehabilitation Act*, 280  
 Solé-Farràs, J., 581  
 Solnit, Rebecca, 158  
 Solution-focused counseling, 441  
 Sommer, T., 442  
 Sommers-Flanagan, R., 606  
 Song, L., 288  
 Song, X., 238  
 Sosco, E. E., 121  
 Southern Poverty Law Center (SPLC), 128, 339  
 Spalding, A., 318  
 Spalding, K. E., 654  
 Spanierman, L., 138, 140  
 Spanierman, L. B., 490  
 Speciale, M., 213  
 Speight, S. L., 16  
 Spencer, M., 396  
 Spero, M. H., 73, 74  
 Speros Development of Religious Transformations, 74  
 Spicer, P., 15, 460, 471  
 Spiritual bypass, 596–597  
 Spiritual identity development  
   case studies, 75–77  
   counseling, addressing in, 77–78  
   defined, 72–73  
   models of, 74–76  
   religious categories, 72–73  
 Spiritual identity model (Parks), 75–76  
 Spirituality  
   Black individuals, support system, 321  
   counseling theory and, multicultural, 610–611  
   defined, 9, 72, 572–573  
   Latins/Latin Americans, 429–430  
 LGBTQ+ and, 203  
 Native Americans and, 478–480  
 not religious, 575–577  
 religion v., 573–577  
 research, 590–591  
 resources, Internet/media, 600  
*See also* Counseling, spiritual issues; Eastern world religions; Religion; Western world religions; World religion  
 SPLC. *See* Southern Poverty Law Center (SPLC)  
 Springer, D. W., 441  
 SSA. *See* Social Security Administration (SSA)  
 SSDI. *See* Social Security Disability Insurance (SSDI)  
 SSI. *See* Supplemental Security Income (SSI)  
 St. Vil, N. M., 316  
 Stack-Sullivan, Harry, 616  
 Stadler, H. A., 667  
 Stanton, A. G., 178  
 State Vocational Rehabilitation (VR) Programs, 269  
 Statista Research Department, 202  
 Statistics Canada, 288  
 Steele, L. S., 90  
 Steers, M. N., 314  
 Steger, M. F., 469  
 Steinmetz, K., 421  
 Stephens, J., 59  
 Stepney, C. T., 545  
 Stereotypes  
   aging adults, 291  
   Arabs, 340, 352  
   Asian Americans, 377–379  
   defined, 19  
   disabilities and, 271  
   gender, Asians and, 386  
   LGBTQ+, 13  
   Native Americans, mascots and, 473–474  
   race-based, 142  
   reflection, 20  
 Stern, S., 203  
 Stets, J. E., 123  
 Stevenson, D., 274  
 Stigma  
   Arab Americans, 365–366  
   mental health treatment and, 18  
 Stockman, J. K., 397  
 Stoller, R. J., 8  
 Stone, C. B., 223  
 Stone, G., 169  
 Stonewall Rebellion, 220  
 Stop APPI Hate, 377  
 Storlie, Cassandra A., 419–455  
 Story, M., 181  
 Storytelling, Native American communication, 477  
 Strachan, E. D., 209  
 Straight, 190

- Stress  
 acculturative, Arabs and, 357  
 chronic, emotional disturbances and, 90  
 LGBTQ+ mental health and, 207  
 racism-related, 123
- Striegel-Moore, R., 181
- Striegel-Moore, R. H., 181
- Strine, T. W., 288
- Strodbeck, F. L., 6, 606, 632
- Strommer, G. D., 465
- Strong Black Woman (SBW), 178
- Structural causation, 234
- Structural classism, 233
- Structural factors, mental health treatment and, 16
- Structural racism, 117
- Structural violence, 84
- Subica, A. M., 15
- Substance abuse  
 Black individuals, 318  
 Indian Alcohol and Substance Abuse Prevention Program, 465  
 LGBTQ+ and, 208–209  
 Native Americans and, 460
- Substance Abuse and Mental Health Administration (SAMHSA), 14, 15, 16, 78, 460, 471
- Successful aging, 297
- Successful Aging* (Rowe & Khan), 297
- Sue, D., 5, 6
- Sue, D. W., 5, 6, 29, 43, 90, 91, 92, 111, 134, 135, 141, 145, 146, 147, 303, 307, 312, 400, 401, 505, 529, 530, 548, 614, 621, 636, 641, 643, 644, 651, 666, 667
- Sue, S., 387, 395, 398, 402, 408
- Sugg, H. R. V., 625
- Suicide  
 LGBTQ+ and, 206–207  
 Native Americans and, 460, 470
- Suite, D. H., 635
- Sullivan, G., 15
- Sullivan, J. G., 15
- Summers, F., 46
- Summers, L., 28
- Summers-Flanagan, J., 606
- Sun, S., 16
- Sung, M. R., 391, 392
- Super, J. T., 203
- Supervision, case study, 99–100
- Supplemental Security Income (SSI), 268
- Suyemoto, K. L., 391, 395
- Svensson, Y., 524
- Swank, J. M., 389
- Swartz, M. G., 546
- Sweeney, T. J., 664
- Swim, J. K., 648
- Syed, M., 524
- Symptoms, functions in context, 664–666
- Systems approach, multicultural counseling and, 33
- Szymanski, D. M., 197, 340, 356, 362
- T**
- Ta, V. M., 179
- Takaki, R., 119
- Takayama, J. R., 399, 400
- Takeuchi, D. T., 395, 396, 397, 521
- Talleyrand, R. M., 181
- Tam, H., 161
- TANF. *See* Temporary Aid to Needy Families (TANF)
- Tanis, J., 164
- Taoism, 580
- Tapepechul, X. M., 165
- Tarlov, A. R., 274
- Tarvydas, V. M., 273, 275, 279, 286
- Taylor, D. M., 271
- Taylor, K-Y, 149
- Taylor, R., 314
- Teen Vogue, 117
- Temporary Aid to Needy Families (TANF), 247
- Terminology, multicultural counseling, 3–9
- Africans/African Americans, 304–305
- European Americans, 501–502
- key terms, 3–9
- Latins/Latin Americans, 420–421
- multiracial individuals, 536–538
- table, 7–9
- Terrazas-Carrillo, E., 618
- Tertiary oppression, 84
- Tewari, N., 406
- Thelamour, B., 311
- Theoretical application, 619
- Theoretical framework, multicultural counseling and, 614–618
- Theoretical orientation, 606
- Theory(ies). *See* Counseling theories
- Thoennes, N., 398
- Thomas, A., 7, 659
- Thomason, T., 179, 491
- Thomas-Tobin, C. S., 307
- Thomson, J., 185–186
- Thoreson, R., 199
- Thornton, C., 161
- Three-tiered model, social justice advocacy  
 case studies, 99–103  
 client services, 97, 99  
 community collaboration, 98–99  
 self-awareness, 97, 98
- Thursby, G., 387
- Tien, L., 409
- Time management, Native Americans and, 477
- Ting, J. Y., 400
- Title IX, 199
- Tjaden, P., 398
- Todd, N. R., 148
- Tomlinson-Clarke, S. M., 636, 638
- Toomey, R., 438, 454
- Toossi, M., 521
- Toporek, R. L., 91, 93, 94–95, 96, 253, 411, 587
- Torche, F., 238
- Tormala, T. T., 312
- Toro-Morn, L. A., 430
- Torre, L. A., 379
- Torres-Harding, S. R., 607
- Torres-Rivera, E., 454, 475, 477, 486, 488, 490
- Toussaint, L., 591
- Tovar, L. Z., 347
- Trail of Tears and Death, 463
- Training, counselor, heterosexual bias and, 220–222
- Tran, A. G., 543, 546, 562, 564
- Tran, A. G. T. T., 536, 548
- Tran, V. C., 395
- Trans, 157
- Transformation, spirituality and, 596
- Transgender. *See also* LGBTQ, LGBTQ+  
 counseling girls/women, 163–165  
 counseling nonbinary and, 169–172  
 resources, Internet/media, 172
- Transgender Committee's American Counseling Association Competencies for Counseling with Transgender Clients, 169
- Transgender identity development  
 Devor's model of, 63, 64–65  
 Transgender Emergence Model (Lev), 63, 65
- Transgender people  
 defined, 8  
 mental illness and, 14
- Transgender Subjectivities: A Clinician's Guide (Drescher & Leli), 65
- Transgenerational focus, 169
- Translation, spirituality and, 596
- Transsexual identity, 63
- Trauma  
 abuse and, 182–183  
 individual/collective, mental health treatment and, 24–25  
 women experiences, diagnosis and, 654–657
- Trauma and Recovery* (Herman), 182
- Trauma and Resilience in the Lives of Contemporary Native Americans* (Weaver), 482
- Treitler, V. B., 500
- Triandis, H. C., 8
- Tribal Courts Assistance Program, 465
- Tribal membership, Native Americans, 460–462
- Tribal Practices for Wellness in Indian Country, 460
- Tribal rolls, tribal membership and, 461
- Tribal Self-Governance Act of 1994, 465
- Trinh, S. L., 391
- Troiden, R. R., 66, 67, 69
- Troiden's model of sexual identity, 69
- Tsai, J. L., 389, 390, 396
- Tuan, M., 377

- Tuliao, A. P., 400  
 Tummala-Narra, P., 390, 398, 408  
 Turner, Sherri L., 456–494  
 Turner, T., 118  
 Tuskegee syphilis experiment, 307  
 Tuttle, M., 454  
 Tydings-McDuffie Act of 1934, 375
- U**
- U. S. Census Bureau, 420, 458, 459, 467, 469  
 Uba, L., 402  
 UIHI. *See* Urban Indian Health Institute (UIHI)  
 Ukasonanya, G., 46  
 Ulmer, J. T., 438  
 Umaña-Taylor, A. J., 46, 53, 59  
 Underclass, 237  
 Underdiagnosis, 641–643  
 Underreporting, mental health issues, 20  
 Undocumented immigrants, 514  
 Unemployment, Native Americans and, 469–470  
 United Nations Children's Fund (UNICEF), 248  
 United Nations' Universal Declaration of Human Rights, 226–227  
 United States, demographics  
   age and, 12  
   defined, 10  
   mental health treatment and, 16  
   mental illness, cultural groups and, 13–15  
   nationality, 11–12  
   race, ethnicity and, 10–11  
   socioeconomic status and, 12–13  
 United Way, 257  
 Universal culture, 4  
 Universal diagnosis, 659–661  
 Universal health insurance, 262  
 Upper class, 235  
 Urban Indian Health Centers, 460  
 Urban Indian Health Institute (UIHI), 458, 459  
 U.S. Academy of Science Institute of Medicine, 274  
 U.S. Age Discrimination in Employment Act of 1986, 292  
 U.S. Bureau of Labor Statistics, 293, 306  
 U.S. Bureau of Labor Statistics, Bureau of Indian Affairs (USBLS BIA), 469  
 U.S. Bureau of Statistics, 183–184  
 U.S. Census Bureau, 10–11, 12, 13, 18, 24, 25, 183, 202, 203, 230, 247, 271, 274, 291, 305, 315, 318, 374, 386, 460, 540  
 U.S. Commission on Civil Rights (USCCR), 377, 474  
 U.S. Department of Defense, 504  
 U.S. Department of Education, 199, 465  
 U.S. Department of Energy (USDOE), 472  
 U.S. Department of Health and Human Services (USDHHS), 89, 90, 124, 246, 403, 470, 471  
 Agency for Healthcare Research and Quality, 288  
 Administration for Native Americans, 459, 471  
 Administration on Aging, 287, 289  
 Office of Minority Health (OMH), 460  
 U.S. Department of Homeland Security, 423, 433, 514, 515. *See also* Office of Homeland Security  
 U.S. Department of Housing and Urban Development, 247  
 U.S. Department of Interior (USDO), 458, 461  
   Bureau of Indian Affairs (USDOIBIA), 461, 465, 472  
 U.S. Department of Justice, 182, 192, 426  
 U.S. Department of Labor, 13, 24, 183–184, 246  
 U.S. Department of State, 12, 514, 515  
 U.S. Department of Veterans Affairs, 280  
 U.S. Office of Management and Budget (OMB), 540  
 U.S. Supreme Court, 210  
   *Bryan v. Itasca County*, 471  
   *Cherokee Nation v. Georgia*, 460–461  
   *Loving v. Virginia*, 539, 541  
   U.S. Surgeon General, 89, 139  
 USBLS BIA. *See* U.S. Bureau of Labor Statistics, Bureau of Indian Affairs (USBLS BIA)  
 USCCR. *See* U.S. Commission on Civil Rights (USCCR)  
 USDHHS. *See* U.S. Department of Health and Human Services (USDHHS)  
 USDOE. *See* U.S. Department of Energy (USDOE)  
 USDO. *See* U.S. Department of Interior (USDO)  
 USDOIBIA. *See* U.S. Department of Interior Bureau of Indian Affairs (USDOIBIA)  
 Usera, J. J., 460  
 Ute Indian Tribe, 461  
 Utsey, S. O., 554, 561, 564  
 Uy, M., 383
- V**
- Vallejo, J. A., 312  
 Values. *See* Culture/values  
 van den Akker, H., 392  
 Vandiver, B. J., 49  
 “Vanguards for Change: ACES and Social Justice” (ACES), 91  
 Vázquez, A. I., 320, 321  
 Velez, B. L., 196, 197, 205, 207  
 VeLure Roholt, R., 463  
 Verbal communication, multicultural counseling competency and, 25–26.  
   *See also* Communication  
 Verbrugge, L. M., 274, 275, 276  
 Vereen, M. D., 18  
 Versola-Russo, J., 400  
 Veterans, counseling disabled, 276–277  
 Victim blaming, 142  
 Villalba, J. A., 26, 443, 445  
 Villegas-Gold, R., 543, 546, 562, 564  
 Villodas, M. T., 320, 321  
 Vilsaint, C. L., 15  
 Violent Crime Control Act, 309  
 Vittrup, B., 333  
 Vornovitsky, M., 237
- W**
- Wachter-Morris, C., 655  
 Wade, N. G., 589  
 Wagner, J., 408  
 Wahesh, Ed, 349  
 Waite, K. R., 318  
 Wakefield, S., 151  
 Waldman, 316  
 Walker, Alice, 175, 176, 177  
 Wallace, Michelle, 178  
 Walsh, M., 18  
 Walton, Q. L., 320  
 Walz, Garry, 91  
 Wampold, B. E., 162  
 Wang, J., 385  
 Wang, M. T., 310  
 Wang, S. X., 383  
 Wang, W., 541  
 Wang, Y., 384, 403  
 Wang, Y. W., 400  
 Ward, B. W., 208  
 Ward, E., 320  
 Ward, Julea, 42–43  
 Wardle, F., 555  
*Ward v. Polite*, 42, 43  
*Ward v. Wilbanks*, 42–43, 215  
 Ware, D., 555  
 Waring, C. D. L., 552, 553  
 War on Drugs, 309  
 Washington, H. A., 208  
 Watkins, M. B., 160  
 Watkins Johnson, J., 177  
 Watson, N. N., 178, 330  
 Watson, R. J., 150  
 Watson-Singleton, N. N., 330  
 Watts, R. E., 598–600, 600  
 Wayne, P., 589  
 Wealth, 230  
 Weatherall, T. J., 482  
 Weaver, H. N., 466, 482  
 Weber, A., 589  
 Web resources, social justice counseling, 105–106. *See also* Resources, Internet/media entries  
 Websites, combating White privilege, 153.  
   *See also* Resources, Internet/media  
 Wedding, D., 614  
 Wei, M., 403  
 Weigold, I. K., 401  
 Weinberg, M. S., 66, 67, 69–70  
 Weiner, B. A., 204  
 Weiner, K. G., 317

- Weisman de Mamani, A., 667  
 Weissman, J., 16  
 Welwood, J., 591, 596  
 West, A. L., 390  
 West, W., 614  
 Wester, S. R., 167, 168, 185  
 Western world religions  
   Christianity, 582–583  
   Islam, 583–584  
   Judaism, 584–585  
   *See also* Eastern world religions;  
   Religion; Spirituality; World  
   religions  
 WFMH. *See* World Federation for Mental  
 Health (WFMH)  
 Whealin, J. M., 397  
 Wheel of Wellness Revised (Myers), 664  
 White, use of term, 501  
 White, J. J., 203  
 White, S., 508  
 White, who gets to be, 506–512  
 White allies, 140  
 White Americans, 133–134  
   American Dream, 503–504  
   American heritage, 504–505  
   defined, 502  
   ethnic identity, 502–503  
   melting pot, 503  
   privilege, 505–507  
   *See also* European Americans; White  
   entries  
 White anger, 138  
 White anxiety, 138  
 White colonization, 174  
   Arab Middle East, 337  
   LGBTQ+ and, 192  
 White enslavement, 174  
 White fear, 138  
 White fragility, 132–133  
*White Fragility* (DiAngelo), 563  
 White guilt, 138  
 White identity  
   case study, 52  
   Helms's White Identity Model, 50–52  
   Key model of White male development  
   (Scott & Robinson), 61  
   memories of being White, 130–131  
 White male, 13, 62, 128, 131, 132, 192, 241  
 White melancholia, 134  
 White nationalism, 128, 506  
 White oppression, 138  
 White patriarchal values, 174  
 White people, 155, 235, 240  
   allies, make White people accountable, 141  
   antiracist, becoming, 140–141  
   cultural influences, mental health, 520–521  
   fixing them, suggestions, 139–140, 145  
   intersectionality, 524  
   masculine behavior and, 166–167  
   multicultural/social justice counseling,  
   524–532  
   racial identity development, 521–523  
   racial prejudice, counselor address,  
   147–148  
   racism, costs of, 137–139  
   resources to combat, 152–154  
   straight male privilege, 159  
   *See also* European Americans; White  
   Americans; White people, White  
   entries  
 White privilege, 85, 129–132, 138, 139, 255  
   awareness, 140  
   counselors and, 143  
   examining, 140  
   intersectionality and, 140  
   research, 139–140  
   resources to combat, 152–154  
 White racial identity status's, 140, 145  
 White racism, 138, 139, 140  
 White savior, 141  
 Whitesell, N. R., 15  
 White slave owners, 307  
 White southerners, 307  
 White supremacy, 127–129, 138  
   combating, resources for, 152–154  
   ending, 140  
   examining, 140  
   intersectionality and, 140  
   people-of-color, health outcomes and, 140  
   research, 139–140  
   White Americans and, 505–507  
 White warfare, 174  
 Whitfield, H. W., 162  
 Whitman, J. S., 213, 219  
 WHO. *See* World Health Organization  
 (WHO)  
 Wicker, L. R., 315  
 Wigger, I., 304  
 Wiggins, M. I., 177  
 Wikle, J. S., 314  
 Wilber, K., 576, 587, 590, 596  
 Wilcoxon, S. A., 639  
 Wilkin, L., 182  
 Williams, C. B., 177  
 Williams, C. D., 178, 546, 547, 548, 564  
 Williams, C. L., 482  
 Williams, D. R., 139, 140  
 Williams, K., 317, 318  
 Williams, R., 639  
 Williams, R. A., 411  
 Williams, S. A., 328, 329  
 Williams, Serena, 117  
 Williams, W., 607  
 Williams, W. R., 234  
 Williams Institute, 193  
 Williams-Washington, K. N., 24  
 Willis, H. A., 48, 59, 310  
 Willoughby, C. D. E., 307  
 Wilson, B. D., 90  
 Wilson, K. G., 650  
 Wilson, W. J., 309  
 Wilt, J., 551, 553, 554  
 Wilt, J. A., 591  
 Windchief, S., 482  
 Winther, R. G., 501  
 Wirth, J. H., 385  
 Wishart, D. J., 478  
 Witnessing and Mirroring: a Fourteen  
 Stage Model of Transsexual Identity  
 Formation (Devor), 65  
 Wolfley, J., 473  
 Woloch, Christina M., 633–670  
*Womanism*, 176  
 Womanist theory, 256  
 Women's Equality Act, 163  
 Wong, E. C., 405  
 Wong, Y., 548  
 Wong, Y. J., 17, 167  
 WonPat-Borja, A. J., 396  
 Wood, A. W., 587  
 Woodley, X. M., 552  
 Worell, J., 183  
 Workers' compensation, 280–281  
 World Federation for Mental Health  
 (WFMH), 90  
 World Health Organization (WHO),  
   243, 247, 250, 253, 274, 288, 612,  
   650, 660  
 World Health Organization's International  
 Classification of Functioning,  
 Disability and Health (WHO ICF),  
 274  
 World Population Review, 458  
 World Professional Association of Trans-  
 gender Health Standards of Care  
 (WPATH SOC), 170–171  
 World religions  
   Buddhism, 577–579  
   Christianity, 582–583  
   common aspects, 587–590  
   comparing, 585  
   Confucianism, 580–581  
   Hinduism, 579  
   Islam, 583–584  
   Judaism, 584–585  
   Sikhism, 579–580  
   Taoism, 580  
   *See also* Eastern world religions;  
   Religion; Spirituality; Western  
   world religions  
 World Trade Center, 339  
 Worldview  
   client, assess, 606–607  
   conceptualizing, 6  
   counseling theories and, 606–608  
   defined, 5  
   racial, 115–116  
 Worldview Analysis Scale, 607  
 Worthen, M. G. F., 209  
 Worthington, E. L., 589  
 Worthington, Everett, 634–635  
 WPATH SOC. *See* World Professional  
 Association of Transgender Health  
 Standards of Care (WPATH SOC)  
 Wrenn, C. G., 5  
 Wright, A. J., 203

Wu, C., 385  
Wu, E. D., 375

## X

Xu, Y., 398

## Y

Yakunina, E. S., 401  
Yakushko, O., 515  
Yamada, A. M., 15  
Yang, K. G., 399, 400  
Yang, L. H., 396  
Yang, P., 387  
Yang, P. O., 519  
Yang, P. Q., 507, 508  
Yearby, R., 151  
Yee, B., 407  
Yee, C. S., 589

Yeh, C., 401  
Yeh, C. J., 384, 387, 400, 401, 402, 403,  
404, 407  
Yeh, C. L., 410  
Yeh, K., 384  
Yehuda, R., 485  
Yip, T., 390, 396  
Yoga, as therapy, 629  
Yon, A., 324  
Yoo, H. C., 390, 396, 549  
Yoon, E., 311  
Young, D. M., 178, 539, 540  
Young, J. O., 595  
Young, J. S., 573, 576, 584, 595  
Young-Ware, D., 555  
Youth, LGBTQ+  
    counseling, 216–217  
    intersectionality and, 198–199  
    mental health, 207–208

## Z

Zachar, P., 639  
Zack, N., 112  
Zane, N., 60, 401, 408  
Zane, N. W. S., 403  
Zayed, L., 361  
Zevnik, a., 309  
Zhang, A. Y., 398  
Zhang, J., 397  
Zhou, M., 385  
Zhou, Y., 408  
Zieders, K. H., 438  
Ziegler, D. J., 607  
Zimmerman, M. A., 623  
Zinn, Howard, 174  
Zinnbauer, B. J., 591, 592, 593, 594, 596  
Zinner, L., 204  
Zucker, J. K., 523