



**“Promoting Harmony in a World of Conflicts”:  
An International Conference on Social Work and Counseling Practice  
June 1-5, 2009**



Workshop Topic: **Multicultural Counseling Practice and Evaluation with Evidence-Based Outcomes**

Workshop Speakers: Patrick Leung, PhD and Monit Cheung, PhD, LCSW

Overview: (62 words)

Multicultural counseling practice starts with innovative strategies to assimilate practice techniques into working with clients from diverse cultures. A case approach is used to emphasize how to practice counseling skills with evidence through self evaluation and to provide counseling dialogues as a method of drilling practice skills. This learning approach also demonstrates therapeutic applications by using a practice-evaluation perspective with case variations.

Abstract: (791 words)

### **The Need**

Multicultural counseling practice is clearly identified in the educational programs in social work and counseling. Both the Council on Social Work Education and the American Psychological Association require that all educational programs include curriculum content that addresses cultural diversity or cultural competency. Many educators feel a need to integrate various theories to enhance applicability in a culturally diverse environment (Hall & Theriot, 2007).

This presentation connects a case approach to multicultural practice, and then summarizes how to teach evidence-based practice with an integrated practice-evaluation framework as it applies to designing social work and counseling interventions. Evidence-based practice is vital because it promotes the use of data to support the continuation of the best practices and identifies ineffective practices in order to avoid mistakes. Decisions are based on previously tested interventions that are likely to produce the desired outcomes (Roberts & Yeager, 2004). This framework is used in teaching and practice settings to enhance the understanding of selected theories that are pending further testing within a variety of client systems.

### **The Practice Modality**

In this presentation, the authors of *Multicultural Practice and Evaluation* will provide materials for teaching and evaluating practice, as well as identifying learners' responses to a case

approach. The case approach is an innovative way to integrate theories through the use of a standardized case. Holding the case constant, the presenters will illustrate the therapeutic use of each theory, one at a time, in practice. These theories include: Psychoanalytic, Adlerian, Family Systems, Structural, Client-Centered, Gestalt, Strategic, Behavioral, Cognitive-Behavioral, Solution-Focused, Feminist and Empowerment Theory. Then, the characteristics of the clients in this case will be modified to address the multicultural aspect of the variations. To illustrate the teaching method, the authors will provide practice dialogues and self administered practice evaluation tools.

### **The Case Approach**

After walking through these various theories with a standardized case, namely “Mary & Joe’s Family,” the audience will become aware of the limitations of using a particular approach in dealing with multiple family and cultural issues. This is a practical approach with theoretical orientations and analytical power to link theory to practice. This presentation is unique in its teaching framework, using multiple theories, applying each theory with the case, and then integrating the theories for a holistic practice perspective with multicultural applications. This presentation is also unique in its use of case vignettes and counseling dialogues in teaching. It applies knowledge and skills to the case when cultural identities and issues are varied, and integrates theory and practice together for a better understanding of working with families when diverse cultural issues are presented.

The standardized case scenario is presented with limited psychosocial information. It does not provide ethnic, cultural, or specific socioeconomic background of the family. This same case with modifications will then be used to identify practice and evaluation issues for different ethnic and family groups. In addition to practice and evaluation applications, the audience will address the strengths and limitations of each theory when the cultural identity of the standardized case is changed to African American, Native American, Latino American, Asian American, gay/lesbian or other nontraditional diverse groups (see Le-Doux & Montalvo, 1999). There will be further discussions on ways to apply these approaches to the work done with various types of families including: families without children, families with one child, families with adopted children, new immigrant families, families of interracial marriage, blended families, and families in poverty with a focus on the clients (Cornelius-white, 2005).

To illustrate applications of techniques that are cross-culturally relevant, additional demographic details may be added and other information subtracted from the family situation at hand. This will demonstrate a realistic way in which a family’s cultural diversity can be assessed further, even with limited information provided. Intake information of the family, with the use of a genogram and a culturagram, will be provided to enhance utilization of this approach.

### **Implications for Education and Practice**

One major outcome of this practice and evaluation method is that each learner is able to build a practice framework with multicultural applications. In the past 20 years, over 400 graduate students have been asked to practice with this teaching method and produce picture collages in order to capture their ideas of practice integration. Major components in these collages include therapeutic concepts, symbols of client-worker interactions, human relationships, characteristics of the client systems, therapeutic styles, and both concrete and symbolic representations of theories and their applications. The selected theories in these framework can be categorized by time orientation (past, present, future, combined); intervention process (thinking, feeling, doing, integrating); intervention focus (therapeutic view, client-focused, action-oriented, environment); and, intervention outcomes (insight, awareness, change, diverse feedback). Their frameworks take

into consideration the multicultural differences between clients and workers, and the cross-cultural aspects of counseling diverse families.

**Learning Objectives:** (158 words)

The overall purpose of this presentation is to introduce a multicultural teaching modality that focuses on the development of clinical skill and practice evaluation.

By the end of this presentation, participants should be able to:

1. Use examples from the theoretically-based practice modality to promote maximum flexibility and creativity in learning.
2. Apply a collection of therapeutic exercises in practice. This application is intended to augment professional education in clinical practice as well as to facilitate learning in practice evaluation.
3. Use creative means to help participants learn clinical skills such as assessment, rapport-building, and treatment planning. Through these means, participants will work on a variety of cases with theoretical support.
4. Gain a true sense of ownership in creating and implementing teaching skills from an integrated practice-evaluation perspective.
5. Facilitate discussions about multicultural applications.
6. Integrate therapeutic techniques into a holistic perspective of practice and evaluation.
7. Connect learning to practice through clinical examples with evaluative outcomes.

**References:** (143 words)

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- Hall, J. C., & Theriot, M. T. (2007). An exploratory study evaluating the effectiveness of an innovative model for teaching multicultural social work education. *Journal of Teaching in Social Work*, 27(3/4), 259-271.
- Le-Doux, C., & Montalvo, F. F. (1999). Multicultural content in social work graduate programs: A national survey. *Journal of Multicultural Social Work*, 7(1/2), 37-55.
- Roberts, A.R., & Yeager, K.R. (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. Oxford: Oxford University Press.

**Presenters' Bios**

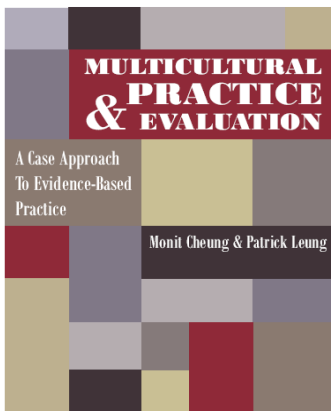
**Dr. Patrick Leung**, Professor and Coordinator of the Office for International Social Work Education at the University of Houston Graduate College of Social Work (UH-GCSW), and Co-Chair of Texas Title IV-E Child Welfare Roundtable Evaluation Committee, teaches program evaluation, research methodology, survey design and doctoral level multivariate statistics. Currently, he is the President of the Asian & Pacific Islander Social Work Educators Association. His research areas include: cultural sensitivity training, Asian mental health issues, children and families, immigrant issues, domestic violence and gerontology. He received his Ph.D., M.S.W., M.A. (Public Administration) and B.S.S.W from The Ohio State University. He has served as principal investigator and evaluator on numerous projects at the federal, state, and local levels. He has been a grant reviewer for both NIDA (National Institute of Drug Abuse) and CSAP (Center for

Substance Abuse Prevention, SAMSHA), and is currently coordinating the Social Work Research Center at the UH-GCSW. Recently, he has completed two studies entitled “Mental health needs among Asian Americans” and “Houston area epidemiological report.” He has published over 80 articles, book chapters, and reports and has made numerous presentations at international, national, and local conferences. He has served on many boards of directors and was the President and one of the founders of the Asian American Family Services (AAFS) in Houston, Texas. He is co-author of a book entitled *Child Protection Training and Evaluation and Multicultural Practice & Evaluation: A Case Approach to Evidence-Based Practice*. For Dr. Leung detailed curriculum vitae, please go to: <http://www.sw.uh.edu/faculty/pleung.php>

**Dr. Monit Cheung**, MA, MSW, PhD, LCSW, is Professor at the Graduate College of Social Work, University of Houston. She is Principal Investigator of the Child Welfare Education Project, a state partnership program funded federally by Title IV-E for training child welfare workers. She has been a social worker for 33 years and is currently a Licensed Clinical Social Worker specializing in child/adolescent counseling, child protection, sexual and domestic violence, and incest survivor treatment. She is a case consultant at the Asian American Family Services and a consultant trainer for the Hong Kong Social Welfare Department and the Hong Kong Police Force. Using an experiential and practice-oriented approach in teaching, Dr. Cheung has taught at the graduate level for 23 years. She has presented 185 papers in workshops or conferences and written 368 articles and books on child protection and parenting issues in English and Chinese languages. Her research interests are related to treatment effectiveness in areas of child sexual abuse, creative therapy, therapeutic touch, and immigrant adjustment. Dr. Cheung currently serves on the Diocesan Review Board for the Protection of Children and Young People at the Diocese of Galveston-Houston, the Board of Asian American Family Services, Advisory Board of Catholic Charities, and the Board of End Child Sexual Abuse Foundation in Hong Kong. In the past two years, Dr. Cheung received the following awards: Honorary Professorship with the University of Hong Kong, Favorite Faculty Award, and Unsung Hero Award from Channel 39 KHQB-TV. For Dr. Cheung detailed curriculum vitae, please go to: <http://www.sw.uh.edu/faculty/mcheung.php>

## Multicultural Practice & Evaluation:

Cheung & Leung's Book



- Use a case (Joe and Mary's family) to initiate clinical discussions with 10 different theories
- Identify case variations after familiar with the theoretical applications
- Include cultural assessment tools

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