

Redefining Bilingual Counseling: Implications for Counselors, Church, and Educators.

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Learning Objectives

Participants will explore best practices for bilingual counseling and discuss implications for counselors, church, supervisors and educators regarding bilingual clients.

Participants apply principles learned from the literature and practice to training counselors and lay counselors

Participants will discuss a Christian perspective for the practice of bilingual counseling.

How do you identify
yourself?

- Join at
popin.live
- enter code
3yeen1



Live Poll

- . Join at popin.live
- . enter code
- . U3b3wm

How do you feel about
providing bilingual
counseling services?





Share Your
Experience!

Tell us about your
experience
providing bilingual
Counseling

Bilingual Counseling Key Terms

- **Bilingual Counseling:** the ability to provide counseling services in relative proficiency in two language systems. It is not a categorical variable, it is on a continuous dimension.
- **Bilingualism/multilingualism** is viewed as someone who has learned and is able to speak two or more languages.
- **English Language Learner (ELL):** “an active learner of the English language who may benefit from various types of language support programs. This term is used mainly in the U.S. to describe K–12 students” (NCTE, 2008).
- **English as a Second Language (ESL):** “formerly used to designate ELL students; this term increasingly refers to a program of instruction designed to support the ELL. It is still used to refer to multilingual students in higher education” (NCTE, 2008).
- **Interpreters:** professionals trained to translate the spoken language, they bridge the gap between two individuals whose language are not the same.
- **Limited English Proficiency (LEP):** “Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP," (lep.gov).

Demographics

- 21% of the population in the United States speak a language other than English in the home (U.S. Census Bureau, 2013).
 - Of this, 62% speak Spanish in the home
 - 18% Indo-European languages such as German, Yiddish, and Dutch
 - 15% Asian and Pacific Island languages such as Chinese, Korean, Japanese, and Vietnamese
 - 5% other languages such as Arabic, Hebrew, and languages of Africa.
- English Language Learner (ELL) are the fastest growing subpopulation in schools (Paone and Malott, 2008).
 - They do not fit a simple category- very diverse
 - 57% of adolescent ELLs born in the U.S; 43 percent outside US

Professional Context for Counselors and Counselor Educators

- Agreement across professional counseling associations and bodies regarding both clinical practice and academic development include/infuse multicultural competence
 - AACCC Code of Ethics
 - ACA Code of Ethics
 - 2016 CACREP Standards
 - NBCC Code of Ethics

video

<https://youtu.be/MAL9VD6Lz9Y>

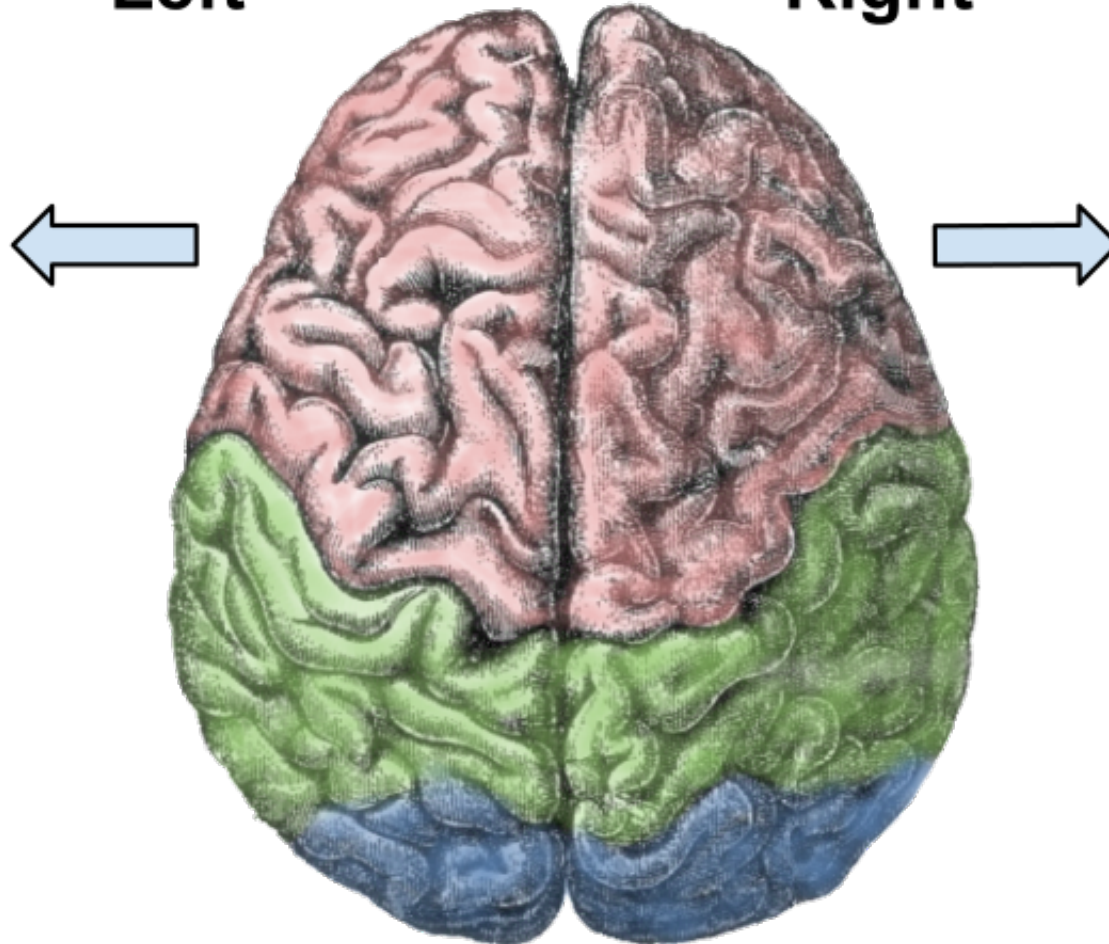


The Neurobiology of Bilingual Counseling

Brain Lateralization

Left

Right



- Analytical thought
- Detail Oriented Perception
- Ordered Sequencing
- Rational Thought
- Verbal
- Cautious
- Planning
- Math/Science
- Logic
- Right Field Vision
- Right Side Motor Skills

- Intuitive Thought,
- Holistic perception
- Random Sequencing
- Emotional Thought
- Non-verbal
- Adventurous
- Impulse
- Creative Writing/Art
- Imagination
- Left Field Vision
- Left Side Motor Skills



How emotions are represented by bilinguals

- Encoding and storage of emotions in bilingual memory (Santiago-Rivera, Altarriba, 2002)
 - Anxiety in dominant language - not in non-dominant
- Expression of emotions and previous experiences are linked to language

The impact of language & cultural discrepancies between the counselor and counselee influences...



- client retention
- accuracy in diagnosis
- type of topics expressed by client
- depth of topics expressed by client

- Therefore....

Best Practices for Bilingual Counseling

Requires both a culturally and linguistically responsive approach.



Recommendations when using an Interpreter

1. Pre-session Briefing
2. With-in Session
3. Post-Session Debriefing

AVOID



Try To AVOID

“Children caught in the Middle”

Be Culturally Responsive!

Bilingual counseling also involves being culturally responsive in our work as counselors regardless of the setting.



Strategies for Connecting with the Bilingual Client

- Mental health counselors-in-training speaking a second language often employed informal resources of double-checking their language skills with classmates, family members, or friends.
- Therapeutic Alliance - connection with the client as one of the most positive consequences of doing bilingual counseling.
 - Acknowledge that the client is an expert of their culture.
 - Utilize strength-based vs. deficient-oriented approaches in their counseling.
 - Counselors can praise the client's ability to be multilingual and invite them to use their mother-tongue (dominant language) when needed in processing aspects of what may come up in a counseling session.

Strategies for Connecting with the Bilingual Client

- Welcoming of topics that may be taboo in the client's culture and acknowledging it as such is critical and important for a client to remain open and build trust.
 - Chung et al. (2008), however, encourages counselors to exercise caution, openness, and flexibility to understand situations where different cultural practices may be controversial.
- Growing in one's global awareness.
 - Ex: General geographical information about the whereabouts of your client's home country or having the awareness of a typhoon that devastated your client's country would demonstrate connection to them (therapeutic alliance).

Best Practices in the Supervisory Setting

Supervision should integrate and consider other factors such as acculturation, counselors' skills (multicultural competencies), and the clients' sociopolitical realities.

Ex. Findings from the focus groups revealed that supervisees felt stressed and burdened by the extra demands, particularly since they felt that they lacked training or supervision in how to conduct bilingual counseling

Recommendations in Supervision

- Need for Multicultural Competency beyond language –

Ex. “Although participants appreciated the supervision provided, most did not find supervision helpful due to supervisors limited Spanish-speaking skills, being too assimilated, or not being able to understand the realities being faced by their clients” (Verdinelli & Biever, 2009a).

- Continue to work on language fluency
- Increase cultural awareness
- Equitable working relationships (Gonzalez et al., 2015)
- Development of clinical vocabulary in Spanish (other)
- Integrate, advocate, and problem-solve; training when working in different settings (Gonzalez et al., 2015).

Best Practices in Counselor Education

- Starts with the Counselor Educator being introspective
- Provide opportunities to increase:
 - Language competencies (bilingualism)
 - Assessment competencies (for bilingual clients-to provide non-biased assessments)
 - Counseling/Therapy competencies
 - Consultation competencies
 - Multicultural competencies
 - Develop these competencies across the program not just in the Social Diversity and Practicum/Internship courses
 - Study abroad opportunities or local cultural immersion opportunities
- Recruitment, retention, training, and mentoring of bilingual students

Best Practices in Counselor Education

- Employ innovative pedagogical practices in counselor education and training to strengthen, reinforce, and humanize curricula
 - Exposing students to actual stories of success and hardship via case studies (current news stories or other bilingual case studies), allows students to get a foretaste of interacting with these populations prior to a fieldwork setting.
- Instructors fostering student research at the master's and doctoral levels should also include the bilingual populations.
 - Snow et al. (2016) discusses how [bilingual] researchers can utilize “metaphors, symbols, artifacts, songs, and proverbs familiar to a community to understand, interpret, or convey indigenous knowledge systems,” (p. 368) in their work.



School Setting Best Practices

School Setting Best Practices

Does the counselor possess the language skills to work directly with the English Language Learner (ELL)?

Standard competencies for interpreters working in the schools

- systematic format for recruitment of competent professionals
- training regarding district and school policies
- training on interpersonal and cross-cultural communication skills
- training regarding ethical issues
- training on creating a collaborative relationship with school based mental health staff (school counselors and school psychologist) and interpreter



The Multicultural and Social Justice Counseling Competencies (MSJCC)

Reference

- Developed by The Multicultural Counseling Competencies Revisions Committee
- Revision to Multicultural Counseling Competencies developed by Sue, Arredondo, & McDavis (1992)
- Endorsed by
 - Association for Multicultural Counseling and Development Executive Council (June 2015)
 - American Counseling Association (July 2015)

**PRIVILEGED
COUNSELOR**



Multicultural & Social Justice Competencies

The 4 Quadrants reflect the expectation that we must understand the counselor and client cultural values, beliefs, and worldviews through the lens of intersectionality (how race, class, gender, sexual orientation, disability status, and religion for example, intersect to shape people's lives)

- Privileged Counselor—Marginalized Client
- Privileged Counselor--- Privileged Client
- Marginalized Counselor--- Privileged Client
- Marginalized Counselor--- Marginalized Client



Domain 1: Counselor Self-Awareness

Domain 2: Counselor Worldview

Domain 3: Counseling Relationship

Domain 4: Counseling & Advocacy

Interventions

The 4 Developmental Domains reflect the different layers that lead to multicultural and social justice competence.

- Domain 1-3... embeds aspirational competencies such as attitudes, beliefs, knowledge, skills, and action
- Domain 4... embeds socio-ecological factors to provide a multilevel framework for individual counseling and social justice advocacy

Leadership interventions that consider the cultural values, beliefs, and worldviews of culturally diverse students and that addresses systemic inequities and barriers impacting students' academic, social-emotional, and career development (Ratts & Greenleaf, 2018).

Definition of Multicultural & Social Justice Competencies Counseling Leadership:



- **Multicultural-** calls on counselors to possess awareness and knowledge of their own culture and that of their client which in turn, allows them to be skilled at tailoring counseling interventions to align with clients' cultural background
- **Social Justice-** call on counselor to explore client problems within the context of an oppressive society and to intervene more contextually and systematically
- **Together**—competent to attend to issues of culture + competent in addressing issues of power, privilege, and oppression that are prevalent

Steps to Address Multicultural and Social Justice Issues affecting Students in Schools



Step 1:

Describe the multicultural-social justice issue.

- ❖ Explore how the problem may be connected to a larger multicultural or social justice issue.

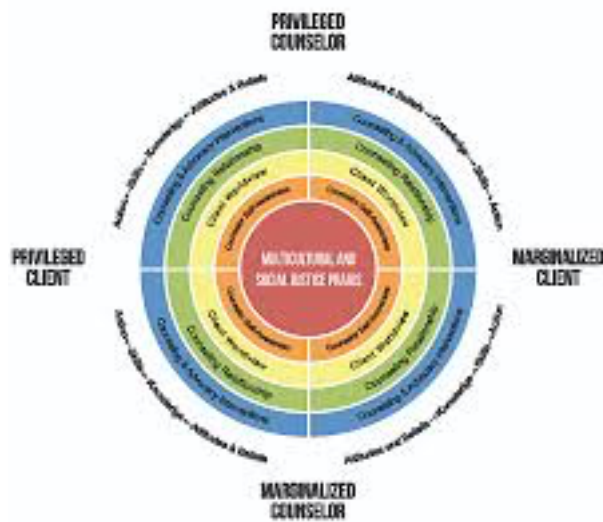
Step 2: Consider counselor self-awareness.

- ❖ How does the counselor's social group status, beliefs, values, or biases influence perceptions about the concern?

Step 3: Consider client worldview.

- ❖ Frame the issue from the cultural framework of the counselee/counselee group that is negatively impacted.

Continued



Step 4: Consider counseling relationship.

- ❖ How does counselor self-awareness and worldview influence the relationship between the counselee and the counselor?

Step 5: Select counseling and advocacy interventions.

- ❖ How does the issue impact the client at the intrapersonal, interpersonal, institutional, and community level?
- ❖ Identify potential leadership interventions
- ❖ From list of potential options, select a few for implementation
- ❖ Select an appropriate method for evaluating the selected interventions



Implications Regarding Bilingual Clients

Address the following when using an Interpreters

- **Interpreter competency-** can present with severe ethical concerns
- **Linguistic competency:** due to cultural differences (proverbs, emotional undertones, humor, too much professional jargon, errors with use of words)
- **Professional knowledge:**
 - Linguistic alterations
 - Role exchange
 - Responsibility/Ethics- failing to monitor reaction or misinterpretation of client affect
- **Contextual knowledge-** of organization culture and policies

Regardless of Specialization

- Multicultural competence, a central concern in working effectively with diverse clients and in providing a culturally responsive counseling environment.
- Cultural competence is key to supporting marginalized clients
- Culturally competent is a continuous growth process

Emphasis... Leadership & Advocacy Role



Be adept in addressing issues of power, privilege, and oppression impacting students



Be competent in “intersectionality”



Formulate leadership strategies that are contextual in nature and demonstrates these competencies

The School Setting

- How can counselors use their knowledge, skills, and position within the school to promote the academic, social, and career development of all students?
- How can school counselors use their role as collaborators, leaders, and advocates?

Recommendations:

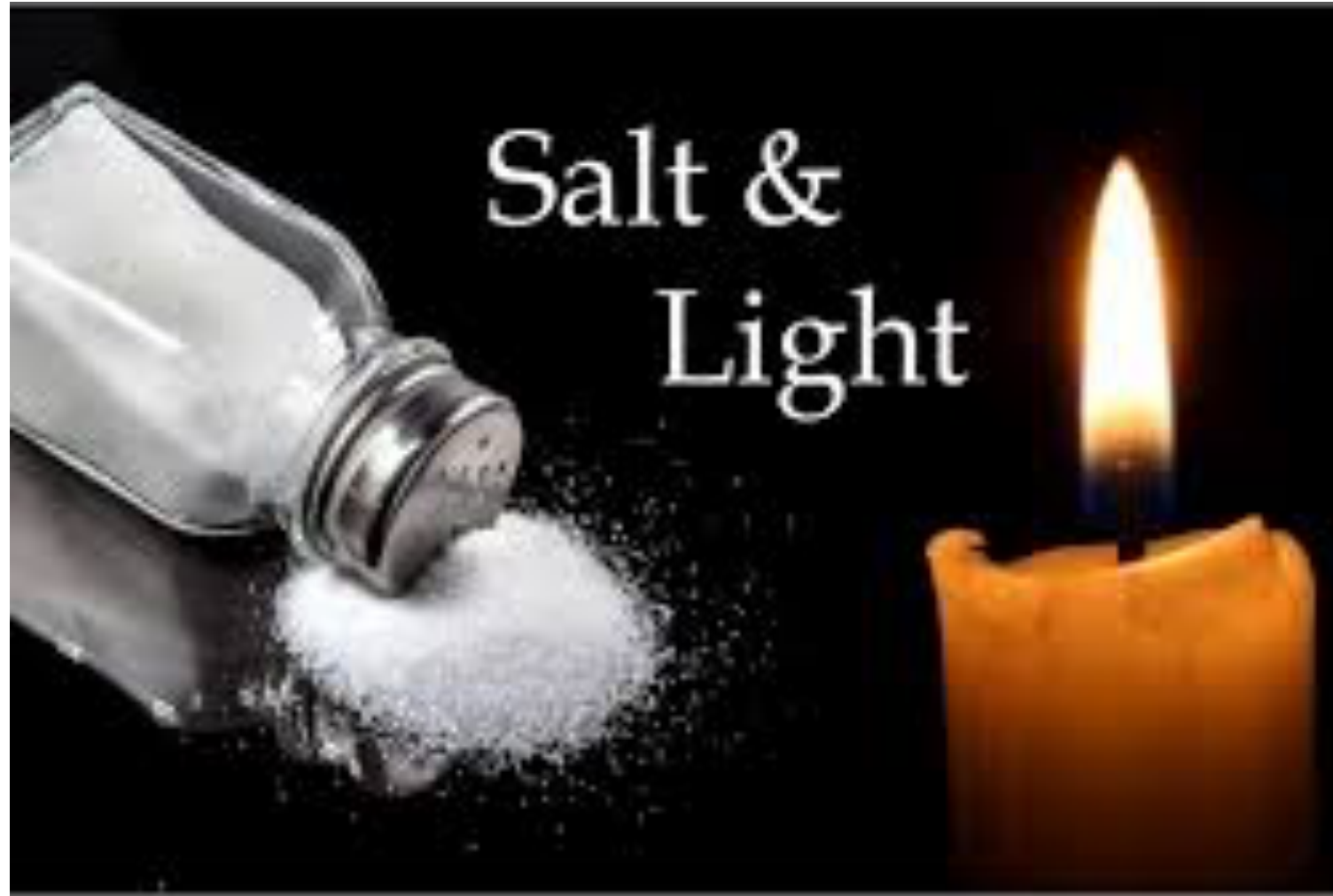
- Increase your awareness of diverse identities, racism and power
- Allow for the sharing of narratives of students
- Don't participate in the silent divide (no one wants to hear the voices, leads to mistrust)
- Monitor your thoughts and behaviors to avoid providing limited responsiveness
- Advocate for the removal of institutional barriers
- Encourage personal empowerment for your students and their families
- Use your leadership for raising awareness (cultural identity, race, racism, & power)
- Support the mobilization of community changes; provide opportunities for the coming together as a community



Live Demonstration



A Christian Perspective
to Practice
Bilingual Counseling



How Can the
Church Be Salt
and Light?



Thank You!

Questions?

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