

Epilogue

The Handbook of Multicultural Counseling, Past, Present, and Future

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I feel delighted and honored to write this Epilogue to the fourth edition of the *Handbook of Multicultural Counseling* (Casas, Suzuki, Alexander, & Jackson, 2016). Let me begin by dedicating this Epilogue to my good friend Jesus Manuel Casas—my mentor and my role model for courage, vision, and voice for change in counseling and psychology. As I reflect on our 35 years of friendship and professional collaboration, I smile broadly and feel warmth and deep satisfaction in my heart. My work with Manny has been my greatest professional joy. For 20 of these 35 years we worked together, on and off, on the first three editions of this *Handbook*. Because my professional life has taken a different path in recent years (including a small private practice and writing for the general public) and my multicultural research and writing has slowed down, the invitation to write this closing chapter and connect with this new edition of the *Handbook* was deeply meaningful.

In closing out this masterful new edition of the *Handbook*, I thought it would be fruitful to first review the history of the *Handbook*. The first edition of the *Handbook* was published in 1995, and we started working on the book in 1993. The idea for a comprehensive handbook summarizing recent developments in the field and pointing to directions for future work originated in my discussions with Manny Casas. Though at present, handbooks on different topics are plentiful—in fact, one can find a comprehensive handbook on almost any topic in counseling, education,

or psychology—back in 1993, such handbooks were rare. We initially modeled our vision of the handbook on two highly respected handbooks in psychology that were available at the time: the *Handbook of Counseling Psychology* (Brown & Lent, 1992) and the *Handbook of Psychotherapy and Behavior Change* (Garfield & Bergin, 1978). As Manny and I reflected on our cultural identities intersecting with the mission of the *Handbook*, we thought it important to expand the cultural lens of the editing team. As Mexican American and Italian American males, we believed it important to broaden the editing team across race/ethnicity and gender. In consulting with colleagues and in our own knowledge of visionary scholars in the field, Manny and I asked Lisa Suzuki and Charlene Alexander to join the editing team. They said yes, and we were delighted and excited to begin work on the first edition of the *Handbook*.

At the time we began working on the *Handbook* in 1993, there were three textbooks dominating training in multicultural counseling: *Counseling the Culturally Different* (Sue & Sue, 1981), *Counseling American Minorities* (Atkinson, Morten, & Sue, 1979), and *Counseling Across Cultures* (Pedersen, Draguns, Lonner, & Trimble, 1976). I think it is appropriate to acknowledge the great impact these three works and their respective editors and contributing authors had in highlighting the importance of multicultural competence integration in training. The authors or editors of these collective works were Donald R. Atkinson, George Morten,

Derald Wing Sue, David Sue, Paul B. Pedersen, Juris G. Draguns, Walter J. Lonner, and Joseph E. Trimble. Let this fourth edition of the *Handbook of Multicultural Counseling* also honor these multicultural pioneers. While these landmark textbooks were primarily geared toward the master's level multicultural class and the practitioner, we decided that the *Handbooks of Multicultural Counseling* would also include advanced topics, thus targeting doctoral students, including those working on their dissertations, as well as master clinicians and seasoned scholars working on cutting-edge multicultural research.

STRUCTURE OF THE HANDBOOKS

The contents and structure of the *Handbooks* have reflected the research, theory, and practice trends reflective in the time period. Some constants across the four editions of the *Handbook* have been ethics, research methods and reviews, theoretical updates, assessment and testing, and clinical practice. In the second edition, we added the Life Story section to bring the personal and professional lives of pioneering multicultural scholars closer to our readers. These life story sections are my favorite part of the *Handbooks*, as through the writing of these courageous pioneers in the field, they become personal role models for us. As I read through the pioneers featured in this fourth edition of the *Handbook*, I was again riveted to and personally impacted by their stories—their courage, perseverance, determination, vision, dedication to others, and their humbleness. After reading this set of life stories, memories of all the life stories across the previous editions flashed through my mind. I provide Table 1 for the reader, which lists in alphabetical order all the pioneers honored thus far in the *Handbooks of Multicultural Counseling*. I suggest after reading this edition's life stories that the reader go back and read others from previous editions. I suggest as well that you begin to write your own life story, even if you are a first-year graduate student in counseling or any field of psychology

or education. As highlighted by the editors of this book, among you are the multicultural pioneers of the next generations.

CONTENTS OF THE HANDBOOKS

Over the course of four editions of the *Handbook of Multicultural Counseling*, our contributing authors have addressed critical and emerging topics. I thought it of value to content analyze the major topical areas of our coverage. Table 2 organizes the collective group of 178 chapters into 21 major content categories. I used a simple card sort procedure to organize the content analysis. More specifically, I wrote each chapter title in each edition on a separate index card and then used a card sort procedure to cluster the 178 index cards into common categories. This procedure was not a formal process with multiple sorters and an interrater reliability check, and readers should know that the clustering of content coverage reflects my organizing research lens based on my familiarity with all 178 chapters (see Table 2).

The largest cluster of chapters is the multicultural life stories of our field's pioneers and visionary leaders. This cluster includes 36 individual life stories and three integrating life story chapters ($39/178 = 21.9\%$ of all chapters). The second largest cluster (10.7%) of chapters focused on racial/ethnic identity development theories and research. Many groups were covered in this cluster, both minority and majority groups, with an emphasis on minority identity development models and the great heterogeneity existing within these groups. Another emphasis across the four editions of the *Handbook* was applied counseling and assessment strategies and approaches across a wide variety of groups and developmental cohorts (10.1%).

Consistent with the evolving professional identity of both the counseling and counseling psychology professions, the next significant cluster of chapters clustered in the areas of career development and practice, and social justice and organizational change (both at 5.1%). General multicultural

assessment models and the assessment of acculturation and worldview (4.5%) and rigorous quantitative, qualitative, and mixed method approaches to multicultural research (3.9%) were also well covered in the *Handbooks*. Comprehensive coverage of multicultural training, supervision, and the teaching process (3.4%), and issues of racism, bias, and the psychotherapy of liberation (3.4%) was also evident in the collective set of *Handbooks*. The remaining clusters of chapter coverage in the *Handbooks* can be viewed in Table 2.

As can be gleaned from Table 2, the content coverage across the four editions of the *Handbook* has been both broad and deep. I believe that along with the multiple editions of *Counseling the Culturally Diverse* (Sue & Sue, 1981), *Counseling Across Cultures* (Pedersen et al., 1976), and *Counseling American Minorities* (Atkinson et al., 1979), the *Handbook of Multicultural Counseling* (Casas et al., 2016) has imprinted the construct of multicultural awareness and competence on the soul of the counseling and psychology professions.

WHERE DO WE GO FROM HERE? PROGRESS AND CONTINUING CHALLENGES

In the last half-century, the counseling and psychology professions have achieved great gains regarding understanding culture in counseling and enhancing the quality of psychological services to all our human groups. Part of this progress is due to the 36 pioneers listed in Table 1 who impacted individual, institutional, and organization change through their fierce advocacy and sheer competence and brilliance. Their courage formed the foundation for the current and future generations of counseling professionals, as their work and efforts at times came up against strong walls of resistance resulting in their careers, tenures, and promotions being threatened. This is particularly the case for our pioneers in Table 1 who started writing and speaking publicly on multicultural topics in the 1960s and early 1970s when multicultural issues were not mainstream in counseling and psychology and were, in fact,

judged by many in our field to be tangential and nonessential to the scholarly and applied mission of counseling and psychology. Naturally, there are other multicultural pioneers in addition to our 36 profiled who have contributed significantly to the multicultural surge of the last half-century, and their life story invitations await future editions of the *Handbook*.

In acknowledging the hundreds of authors who contributed to the *Handbooks of Multicultural Counseling* and the classic multiedition texts by Sue and Sue (1981), Pedersen et al. (1976), and Atkinson et al. (1979), we note major advances in the field of multicultural counseling. The publication of this fourth edition of the *Handbook of Multicultural Counseling* in 2016 marks the 40th anniversary of the inaugural edition of Pedersen et al.'s (1976) *Counseling Across Cultures*, perhaps the first landmark multigroup, comprehensive multicultural counseling textbook. In that time, the profession has made marked gains in the areas of multicultural training, as now multicultural competence is infused in accreditation criteria for the American Psychological Association (APA), the Masters in Psychology and Counseling Accreditation Council (MPCAC), and the Council for the Accreditation of Counseling and Related Education Programs (CACREP), as well as in licensing criteria for all 50 U.S. states.

Just a sampling of the significant gains regarding the counseling and related professions' multicultural competence since Pedersen et al.'s (1976) landmark work reside in the development and validation of comprehensive multicultural theories; refined culturally anchored assessment and intervention practices; the expansion of bilingual training programs and service centers; the integration of qualitative and mixed methods research into the preexisting dominant quantitative perspective on counseling research; the incorporation of culturally indigenous counseling models and approaches into the traditional western version of "healing practices"; the centrality of institutional and organizational social justice initiatives to combat overt and covert prejudice in all its forms and expanding the traditional one-on-one and

small-group counseling models to complex systems; greater attention to religious and spiritual issues in counseling; the complexity and importance of working across multiple identities inclusive of race, ethnicity, sexual orientation, gender, social class, and religion; and advocating for more attention to deeply ingrained White racism toward African American men. These are just a few of the topics to which this edition of the *Handbook* and other books cited earlier address with insight, depth, and great candor.

Despite our 40 years of marked gains in increasing our cultural awareness and improving the quality of service and research to the broad quilt of cultures that is North America, there remain great challenges that will be addressed by you—the readers of this fourth edition *Handbook*. Some of these challenges are reflected in current events that took place during the time I and other contributors were working on our chapters for this *Handbook*. Interestingly, all the editions of the *Handbook of Multicultural Counseling* have been informed by the current racial, ethnic, and political events in society, nationally and internationally. The present and subsequent editions also reflect what is currently going on outside the “ivory tower” and “counseling clinic.”

In the short time I was reading this latest *Handbook* edition and working on this brief epilogue, a number of current events were deeply impacting the psychology of our society (known as psychohistory). Among these were the tragedy of multiple Black men losing their life to police bullets and physical violence; the race-based massacre of African American church attendees in Charleston, South Carolina; and the ethical and human rights reappraisal of the APA based on a few in its leadership accused of being complicit in supporting the Department of Defense’s (DoD) and Central Intelligence Agency’s (CIA) “enhanced” interrogation policies.

Some current events were poignant and heart-warming, and were driven in part by the influence of counselors and psychologists conducting their research and informing the public and the political. Among these were the U.S. Supreme Court’s

decision on the constitutional right of same-sex marriage and the support in many quarters of Caitlin Jenner’s (and other transgender individuals speaking publicly) transgender process. Finally, other current events may not yet have a valence of negative or positive but pique the curiosity of multicultural researchers. Chief among these current events is the apparent polling popularity (in July and August 2015) of presidential candidate Donald J. Trump and the many criticisms of democratic front-runner Hillary Clinton and current president Barack Obama. What is the role of race and gender in the public’s perception of presidential candidates and figures? Similarly, the raising of the U.S. flag marking the opening of the U.S. Embassy in Havana, Cuba, on August 14, 2015, has also resulted in polarizing reactions among the U.S. public. These current and emerging events spawn ideas for future multicultural counseling research and subsequent editions of this *Handbook*. Let us explore a few of them:

1. *Addressing the ingrained nature of -isms.* As we acknowledge continuing oppression and violence toward minority groups, particularly African American men but also women, religious minorities, sexual orientation minorities, and others, counseling researchers can focus their research on the mechanisms of unconscious, deeply ingrained hate based on these perceived differences. Innovative quantitative (e.g., neuroscience and fMRI research) and qualitative approaches must be used to get at the deep core of fear and hate that results in prejudice and isms in their many forms. Applied research on effective ways to counter the ingrained hate must be tested and intervention models implemented beginning with parent training and elementary education.

2. *The fluidity of gender.* Much of North American society still operates from dichotomies, including that of gender. The male-female categorical model needs to be revised to capture the continuum that is gender, and counseling researchers can be at the forefront in the research and applied implications of gender studies. Greater awareness

of transgender issues is important, as is continuing research and theory on sexual orientation and gender roles.

3. *Multicultural counselors as political psychologists.* The discussion above about the public's current reaction (2015–2016) to Donald J. Trump, Hillary Clinton, and Barack Obama likely taps deep-seated race and gender biases, and multicultural political psychology can serve as a marked contribution to the public's awareness of these issues as they explore their own values and biases and make informed judgments in the polling booth.

4. *Multicultural ethics.* Many in our field, and in the public, have had strong reactions to the Hoffman Report and its allegation that select members of the APA were complicit with members of the DoD and CIA to position and word APA's ethical guidelines so that they didn't contradict DoD interrogation policies and procedures. (It is important for mental health professionals and students to read the full 542-page Hoffman Report [<http://www.apa.org/independent-review/APA-FINAL-Report-7.2.15.pdf>] as well as various reaction papers by those discussed in the report when forming their own judgment.) As I read the Hoffman report and reactions, in addition to general ethical and moral issues, I wondered what role prisoner race and religion had in the interrogation-intensity decisions. Would waterboarding "interrogation" methods have been used on FBI suspects Timothy McVeigh or Edward Snowden? Further, what role did race and religion have on the tragedy of torture at Abu Ghraib prison in Iraq? Though ethics (particularly) and military psychology have been addressed in the *Handbooks of Multicultural Counseling* (refer back to Table 2 again), perhaps future editions of the book can devote entire subsections to these critical issues.

5. *Interdisciplinary multicultural perspectives.* In regard to the major textbooks in multicultural counseling, perhaps the *Handbook of Multicultural Counseling* has been at the forefront in addressing interdisciplinary contexts for the work of counselors. Nonetheless, given the complexity of the

issues described above and in this new edition of the *Handbook*, it appears that increased interdisciplinary collaboration is needed to address the myriad of complex topics counseling researchers, practitioners, teachers, and supervisors work with day to day. Perhaps future editions of the *Handbook* can engage scholars and practitioners in such fields as law, ethics, sociology, economics, political science, neuroscience, evolutionary psychology, psychobiography, anthropology, and media studies among many others to partner with counselors and psychologists in writing chapters to balance depth and breadth of coverage.

6. *Promoting multilingual development and training.* The world is no longer a collection of specific linguistic groups interacting among their own. Multilingualism, like multiculturalism, is now the emerging trend and the core of future communication patterns. The *Handbook* going forward can devote more attention to bilingualism in practice and training. It appears to me that every counseling program in North America should be a bilingual program with bilingual classes, practicums, internship, supervision, and research reporting. That a majority of master's- and doctoral-level counselors and counseling psychologists only speak and work in English appears untenable to me for the health and viability of the profession going forward.

The above constitute but a few of the emerging research and applied areas that this and subsequent *Handbook* editions have already addressed or will address. The multicultural counseling field (which is the counseling field) is a vibrant, exciting, critical, and dynamic discipline of study, and I both invite and challenge readers to forge ahead in leading the profession and engaging your own pioneer journey. Manny Casas, Lisa Suzuki, Charlene Alexander, Margo Jackson, and their group of distinguished contributing authors have coalesced a masterpiece of literature in this fourth edition of the *Handbook of Multicultural Counseling*. This *Handbook* will be read by thousands of readers worldwide, and many will affirm

and empower their identity as professional counselors through the wisdom passed on in the life stories and through the scholarship and applied strategies embedded throughout the many chapters. My deepest thanks and admiration for the editors, the pioneers in this edition, and the many visionary contributing chapter authors.

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