Case Incidents in Counseling for International Transitions

Edited by Nancy Arthur and Paul Pedersen

AMERICAN COUNSELING ASSOCIATION
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Dedication

This book is dedicated to my father, Frederick Arthur, who passed away in November 2005, during the time of preparing this book. He was a father who showed keen interest in the world around him, past and present, and he never tired of hearing my stories about travel and work with people from many countries.

—Nancy Arthur

This book is dedicated to my 5½ grandchildren, Emily, Mandy, Jacob, Jack, Sammy, and (???). May we provide for their future as our grandparents provided for ours.

—Paul Pedersen

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Foreword

This is a book “with a difference.” It does not just talk about culture; rather it shows culture and cultural conflict in clear and active forms. Through a careful examination, the reader will see cultural difference and cultural conflict in new ways. I see this book as useful in many settings, ranging from management to counselor education and from international student work to those seeking new and different experiences throughout the world.

All the cases are well written, readable, and about fascinating issues. Due to my experiences in the Central Arctic (Cambridge Bay, Coppermine, Inuvik), I was drawn to the story of Rebecca, an idealistic young social worker, who spent 2 years in Nunavut. Rebecca chose to focus on two example problems she faced. The most dramatic was when she saw Inuit children poking and teasing a caged polar bear cub. Her subsequent protection of the bear led her to be called “Rebecca Greenpeace” and thus set up a chain of events that made it extremely difficult for her to be helpful to the community. The interesting case is followed by expert cultural analysis that promotes thought and discussion as to culturally appropriate responses when one is not prepared.

As I worked through the book, I found consistently interesting and challenging scenarios, ranging from moving permanently to a new setting halfway around the world, the experiences of international students, and the challenge of “coming home” after a successful international experience. Particularly touching and important are the discussions of refugee and immigrant populations—each one different, but full of learning for all of us as educators, counselors, managers, and others. I think the section on refugees contains enough material for a course in itself.

The last section of the book focuses on military and peacekeeping personnel, particularly relevant during this time of the Iraq War and continued conflict and challenges faced around the world in countries such as Afghanistan. The importance of adequate preparation and sufficient debriefing after war experiences is stressed. Again, this is a section that all counselors and therapists need to read and understand.

Full of human experience, rich with detail, this book can make a difference in your practice, your teaching, and your business. I recommend it highly and know that you will enjoy the stories and analysis as much as I have.

—Allen E. Ivey, EdD, ABPP
Distinguished University Professor (Emeritus)
University of Massachusetts, Amherst
and
Courtesy Professor
University of South Florida, Tampa
Introduction

Multiculturalism has had a profound impact on the field of counseling in recent years, especially with regard to nondominant groups and providing services to culturally and linguistically diverse people. We believe the next big step for multicultural counseling will be to include internationalism along with domestic perspectives of multiculturalism in the preparation and training of counselors. A number of exciting initiatives in the field of counseling psychology suggest that we are already taking this step forward. For example, Leong and Savickas (2007) edited a special issue of *Applied Psychology: An International Review* about the international perspectives of counseling psychology. This special issue was intended both to document the new interest in international perspectives for counseling and to publish a resource that contributes toward that perspective. The International Association of Applied Psychology now has a Division of Counseling Psychology that sponsored this special issue. The articles in that special issue describe the practice of counseling in a variety of international contexts and identify a range of resources for each context. Division 17 of the American Psychological Association (Counseling Psychology) also has a special interest group on international counseling. The International Section “announce-only” electronic mailing list is available to its members and affiliates. Visit the section’s Web site at www.internationalcounselingpsychology.org.

This collection of case incidents is intended to provide resources for counselors and counselor educators who are providing services to clients in an international context. The project stemmed from our mutual interest in supporting people during international transitions. Both of us have worked extensively with international students and workers, and our careers have revolved around preparing people for living, working, and learning across cultures. In planning for the edited collection, we immediately agreed that it was important to provide readers with material that would help make the conceptual issues come alive through the experiences of real people. To that end, we chose the critical incident method as a way of providing an expanded view of counseling to incorporate international contexts.

There is a rich literature about critical incidents, particularly when looking at multicultural issues. The critical incident technique was first described by J. C. Flanagan (1954; Flanagan & Burns, 1955) to analyze jobs. The method involves collecting anecdotes describing effective and ineffective behaviors at a particular site or workplace. These anecdotal examples are called *critical incidents*, meaning important, essential, or valuable. Each incident describes a specific example of success or failure in which the writer describes (a) the events that led up to the incident and their context, (b) what the person did (or did not) do that was effective or ineffective, (c) the apparent consequences of this behavior, and (d) whether any of the consequences were under the person’s control to change.

The critical incident technique is closely related to the case study method, which evaluates the behavior of a person or persons in a clinical or decision-making setting, examining background, behavior, and changes in behavior over a period of months or years. A critical incident is a short description of an event that took place within a 5- or 10-minute period of
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time. A case study, by contrast, is much more complicated and might take place over weeks, months, or even years.

A major advantage of critical incidents is the focus on observable behaviors. It could be argued, however, that critical incidents tend to emphasize the extraordinary rather than the average or typical situation, which distorts or exaggerates aspects of the experience. Yet, when critical incidents are based on real people’s experiences, they are often more appealing and easier to relate to than the experiences contrived about fictitious characters.

Critical incidents are particularly popular in teaching or training about multicultural relationships. In part, it is because critical incidents are more open-ended and include the complexity of real-life situations in which persons from more than one culture come into contact. There is no substitute for actual experience; however, the critical incident technique is an attempt to bring actual experiences and events to the readers as a resource. Although it is often difficult to reach consensus about the appropriate response in a multicultural critical incident, we want to encourage our readers to consider multiple perspectives.

We used critical incidents as the basis for this edited collection to provide a focal point for constructing the essence of international transitions and for deconstructing the issues that are relevant for counseling. The critical incidents contained in this edited collection are based on real-life situations and typically involve a dilemma in which there is no easy or obvious solution. The objective of basing our book on critical incidents is to stimulate thinking about basic and important issues that occur in real-life international transitions. By analyzing the incident, readers might imagine themselves in the same situation or imagine themselves in the role of counselor and develop strategies to deal with that situation. Critical incidents do not necessarily imply a single solution or a “right way” of resolving the dilemma in a situation, but they explore alternative solutions and their implications or consequences.

Critical incidents are often formatted in brief vignettes. Given the complexities involved in international transitions, we felt that readers would benefit from additional contextual information to appreciate the critical incident examples. We invited authors to provide background information, key issues for counseling, their role (if relevant) in relation to specific critical incidents, a brief analysis, and the implications for multicultural counseling. The contributors for this edited collection gave us far more than we originally expected. Readers will see the breadth of the examples as the stage is set for each critical incident. They will find themselves inside of the example as they feel the emotions of the people, realize their insights, and take on the challenges of helping people who embark on international transitions. Given the detailed text provided by our contributing authors, we decided to recast the book as Case Incidents in Counseling for International Transitions.

A key theme in the book is that culture is an ever-present influence in international transitions. Many times, counselors work with a diverse range of clients whose counseling issues center on their experience of international transitions. Counselors require understanding about the nature of international transitions, knowledge about conceptual frameworks for appreciating emergent issues, and expertise for helping clients select relevant interventions. Along with expertise about international transitions, counselors are invited to consider their levels of multicultural counseling competence. Counselors need to be skilled at helping clients appreciate their personal cultural beliefs and how these may be challenged through international transitions. However, we hope that this book also challenges counselors to examine their own cultural beliefs and how their views of the case incidents may be culturally bound. To that end, the book offers multiple perspectives to help readers reflect about the events, issues, and expanded opportunities associated with counseling for international transitions.

The book is organized around specific populations. For this edited collection, the focus is placed on international workers, international students, immigrants and refugees, and military and peacekeeping personnel. What will soon become apparent in reading the book is the nice range of diversity among the case incidents. We feel that the authors have provided insightful examples of the unique issues faced by groups of people during international transition
while highlighting the nuances of individual circumstances. At the same time, we hope that readers will appreciate how the boundaries between populations become blurred as the authors discuss some of the common issues that are faced when crossing countries and cultures. We also appreciated the authors’ contributions to addressing the reentry transition after an international experience. The focus of many cross-cultural training programs typically is on the initial stage of engagement with a new culture. Readers will see from the collection of case incident examples targeting workers and students that returning home involves many aspects of negotiating their identity, relationships, and roles.

We organized the book to offer a plurality of perspectives on the case incidents. To this end, we are most appreciative of the work completed by our international cast of authors. The case incidents are situated in many different parts of the world, and the contributions of the authors come from their professional and personal experiences of living and working in many countries. We designed the book so that there are two responses for each case incident. We also welcomed collaboration for the case incident responses. In many instances, the lead author sought consultation with and inclusion of colleagues and graduate students who had an insider view of the cultures under examination. The diversity of authorship added immensely to the wealth of the theoretical and applied perspectives about counseling for international transitions.

We hope the book will appeal to a variety of audiences who wish to learn more about the nature of international transitions and counseling in an international context. We developed this edited collection with a focus on three audiences. First, counselor educators may use our approach for infusing multicultural counseling curriculum with relevant content found in the case incidents and analyses; second, counseling practitioners in education, business, and community settings may use the case incidents for informing their work with clients; and, third, individuals who are experiencing international transitions may gain personal insights, coping skills, and inspiration from the lives of people portrayed in the case incidents.

The book offers practical information on preparing people for embarking on an international transition, dealing with culture shock, trauma, and managing the reentry transition home. A key feature of the book is an emphasis on moving beyond detailing the problems associated with cross-cultural living to detailing many practical strategies for overcoming those issues and making international transitions a success. To that end, the content of the book emphasizes proactive counseling strategies to prepare individuals and reactive strategies to help them manage aspects of international transitions that they experience as overwhelming.

The published resources for counseling in an international context are limited in scope and availability. These case incident examples demonstrate the similarities and differences confronting counselors in an international context. The case incident examples will also demonstrate how to find human resources and resource persons to supplement written publications for teaching and training in the international context.

—Nancy Arthur and Paul Pedersen

References

About the Editors

Nancy Arthur is a professor in the Division of Applied Psychology, Faculty of Education, and is a Canada Research Chair in Professional Education at the University of Calgary, Alberta, Canada. She received her master’s degree in sociology from the University of Alberta before specializing in counseling psychology in master’s and PhD degrees from the University of Calgary. Prior to pursuing a faculty role in 1996, she worked in postsecondary education as a counselor and as a psychologist in private practice. During her 15 years as a counselor with the Southern Alberta Institute of Technology, she worked with a diverse range of adult learners, including the coordination of services for international students. Her involvement with international projects as a consultant fostered a keen interest in the counseling and teaching implications of internationalization in higher education. Nancy is a registered psychologist and continues to work with clients through consulting and private practice.

Nancy’s current research interests include professional education for cultural diversity and social justice. She has developed curriculum for both classroom and online delivery of courses on career development and multicultural counseling. In 2003, she received a Teaching Excellence Award from the Faculty of Education, University of Calgary.

She was a visiting scholar at Queensland University of Technology in Australia in 2003. She has been an active member of the Canadian Counselling Association, serving as president (2001–2002) of the Career Development Chapter. Nancy has been a consulting editor of the Canadian Journal of Counselling since 1995 and coedited a special issue on multicultural counseling, which was published in January 2001.

Nancy has published numerous articles and book chapters on multicultural counseling and cross-cultural career transitions, and she has extensive experience presenting in local and international forums on these topics. She authored the book, Counseling International Students: Clients From Around the World. Her coedited book with Sandra Collins, Culture-Infused Counselling: Celebrating the Canadian Mosaic, received the Canadian Counselling Association Book Award in 2006.

Paul Pedersen is a visiting professor in the Department of Psychology at the University of Hawaii. He has taught at the University of Minnesota; Syracuse University; University of Alabama at Birmingham; and for 6 years at universities in Taiwan, Malaysia, and Indonesia. He was also on the Summer School faculty at Harvard University, 1984–1988, and the University of Pittsburgh–Semester at Sea voyage around the world in spring 1992. His international experience includes numerous consulting experiences in Asia, Australia, Africa, South America, and Europe and a Senior Fulbright award teaching at National Taiwan University 1999–2000.
He has authored, coauthored, or edited 45 books, 100 articles, 82 chapters, and 22 monographs on aspects of multicultural counseling and international communication. He is a fellow in Divisions 9, 17, 45, and 52 of the American Psychological Association. Research activities include codirector of research for a 10-day intercultural communication laboratory for 60 Japanese/U.S. intercultural communication experts at Nihonmatsu, Japan, funded by the Lily Foundation; reentry research among LASPAU: Academic and Professional Programs for the Americas students from Brazil; director of Higher Education Research on Sex-Role Stereotypes in Higher Education on a Department of Health, Education, and Welfare grant; director of a 3-year National Institute of Mental Health mental health training program; a National Science Foundation 6-year grant to study the reentry adjustment of engineers returning to Taiwan after study abroad; National Institute of Education grant to develop a measure of cross-cultural counseling skill; State of New York Department of Social Services grant to develop mental health training materials on unaccompanied refugee minors; a 2-year Harvard Institute for International Development project in Indonesia to evaluate and upgrade training at Bank Rakyat Training Centers; and an Asian Foundation grant to co-organize a conference in Penang, Malaysia, on constructive conflict management in a cultural context.

Professional activities include 3 years of presidency of the 1,800-member Society for Intercultural Education Training and Research; senior editor of Multicultural Aspects of Counseling series; advising editor for education and psychology, Greenwood Press book series; board member of the Micronesian Institute, headquartered in Washington, DC; external examiner for Universiti Putra Malaysia, Universiti Kebangsaan, and Universiti Malaysia Sabah in psychology; senior Fulbright scholar teaching at the National Taiwan University 1999–2000; member of the Committee for International Relations in Psychology at the American Psychological Association 2001–2003; master lecturer, American Psychological Association, Los Angeles, August, 1994; and senior fellow at the East West Center, Honolulu, Hawaii, 1975–1976 and 1978–1981.
Contributors

**Saadia Akram**, psychotherapist and clinical member of the Ontario Society of Psychotherapists, operates her private practice in Toronto, Ontario, Canada. She has more than 15 years of experience helping individuals, couples, and families with a variety of psychosocial issues. She has a deep understanding of diversity and multicultural issues. Saadia has MA and MEd degrees in psychology as well as a post-master’s degree specialization in clinical psychology. She has worked more than 15 years in the nonprofit, community-based sector and gained experience in working with diverse, newcomer, and immigrant populations. She has participated in various research projects, and her articles have also been published in professional journals. Her book *Abnormal Psychology* has been recommended for master’s-degree studies. She has received special training in facilitating groups and workshops and has organized several staff development trainings and community education forums. She provides services in English, Urdu, Punjabi, and Hindi.

**Maria Assumpta Aneas Alvarez** is a lecturer at the Faculty of Pedagogy of the Universitat de Barcelona, Spain, where she teaches counseling for professional integration, intercultural competencies, and methods of research. Her doctoral thesis was the first doctoral research about intercultural counseling in Spain. Maria has experience as a counselor in different kinds of organizations (public and private) and collectives. She has done research on counseling, gender, youth, and immigrants. As one of the pioneers of intercultural counseling in Spain, she has presented work at the international congress of the Society for Intercultural Education and Training (SIETAR) Europa, SIETAR USA, and International Academy of Intercultural Research (IAIR) and has developed training resources for Diversophy (Working in Spain) and Cultural Detective (Spain). She is a member of the IAIR and SIETAR España.

**Philip Armstrong** has a graduate degree in counseling from the University of New England, a diploma of applied science (counseling), diploma of psychology, diploma of child psychology, and statement of attainment in professional supervision. Philip is the current chief executive officer of the Australian Counselling Association and clinical director of the Clinical Counselling Centre in Brisbane, Queensland, Australia. He is also involved in curriculum development and is editor of the peer-reviewed journal *Counselling Australia* and coeditor of cphpjournal.com, an international professional research journal. Philip has previously authored *Establishing an Allied Health Service*, been one of three lead coauthors of *Practice of Counselling*, contributed to *Technology in Counselling and Psychotherapy Practice: A Practitioners’ Guide*, and coauthored the chapter “Professional Supervision via the Phone.” Philip is currently involved in several other publishing projects. He is a recipient of the Defence Force Service Medal and the Defence Medal for service in the Australian Army and is married with three children.

**Armando Báez-Ramos** was born in Mexico City and received MD (1988) and PhD (1998) degrees from the National University of Mexico. He completed training in psychiatry
(1988–1992) in Mexico City and moved to Denmark in 1999, where he became certified as a psychiatrist by the National Ministry of Health in 2007. His areas of interest include cognitive therapy, consultation-liaison psychiatry, anxiety, depression, transcultural psychiatry, and classical psychopathology. He has been appointed to consultant psychiatrist positions both in Mexico City and in Copenhagen. He has been involved in collaborative work with different groups regarding cultural aspects in psychiatry and teaches psychiatric trainees and other professionals in the area. He currently works as a consultant psychiatrist and is head of the outpatient clinic, the University Hospital Gentofte in Copenhagen, and clinical assistant lecturer at Copenhagen University, Denmark.

Nancy Bernardy is a clinical psychologist and is the director of Army Community Services in Schinnen, the Netherlands. She worked for the past 3 years as a clinical director for the Army Substance Abuse Program. Nancy moved to Europe in 2004 after working at the National Center for Posttraumatic Stress Disorder (PTSD) in Vermont, where she held an appointment at Dartmouth College. She trained extensively in assessments and psychotherapy treatments for PTSD and was the coordinator of two clinical trials of treatments for PTSD. She received a PhD in biological psychology from the University of Oklahoma in 1995 and went to Yale University to do a postdoctoral clinical fellowship in substance abuse treatment research in the Department of Psychiatry. While there, she specialized in clinical psychology and was licensed.

Timothy G. Black, PhD, is an assistant professor of counseling psychology at the University of Victoria in Victoria, British Columbia, Canada. Focuses of Tim’s research include the transition of military members to civilian life as well as the teaching of trauma counseling to graduate students. He is a published author in the areas of military-to-civilian transition, teaching trauma to graduate counselors, integral approaches to counseling ethics, and posttraumatic stress disorder. Tim’s clinical work includes a specialization in group therapy with military and civilian populations as well as individual trauma therapy, life transitions, and career counseling. He codeveloped the group-based Canadian Military and Veterans Transition Program (CMVTP) with Marvin Westwood and facilitates CMVTP groups on an ongoing basis.

Arthur Blue is professor emeritus of native studies at Brandon University, Manitoba, Canada. He was trained as a clinical psychologist and practiced at the Open Arrow Clinic in Carberry, Manitoba. He was the first president of the Native Psychologists in Canada and chairman of the Board of Editors for the Journal of Canadian Native Studies.

Meredith Rogers Blue, MD, is a family physician forced into retirement by disabling chronic illness. She has served as a member of the Board of the Society for the Advancement of Native Studies, Member of Native Physicians in Canada.

Thomas W. Britt received his PhD in social psychology from the University of Florida in 1994 and then entered active duty as a research psychologist in the U.S. Army. He was stationed in Heidelberg, Germany, from 1994 until 1997, and during that time he deployed to Saudi Arabia, Bosnia, Hungary, and Kazakhstan to study stress, motivation, and health among soldiers deployed in support of different types of military operations. After spending 2 years at the Walter Reed Army Institute of Research in Washington, DC, he spent a year at King College in Bristol, Tennessee. He was hired by Clemson University in the fall of 2000 and was promoted to full professor in August of 2007. He has published extensively in the areas of military psychology, self-engagement at work and other locations, and organizational stress and resiliency. He recently coedited a four-volume series titled Military Life: The Psychology of Serving in Peace and Combat.

Julia Bürger obtained her master’s degree in psychology from the University of Regensburg, Germany, in 2002. From 2003 to 2005, she worked as a full-time academic research assistant at the University of Regensburg for the research project Intercultural Problems Related to Leadership in German-Czech Companies: Analysis and Solutions and has recently published widely on the findings of this research. She also worked as a lecturer.
at the University of Regensburg for the interdisciplinary study program, Intercultural Competence, for 5 years before joining University College Cork, Ireland, in March 2006. She is currently working on her doctoral dissertation titled “Bicultural Training Groups: Design and Evaluation of Training to Improve Cultural Understanding,” focusing on German–Irish and German–Czech bicultural training groups.

Jon Carlson, PsyD, EdD, ABPP, is distinguished professor, psychology and counseling, at Governors State University and a psychologist at the Wellness Clinic in Lake Geneva, Wisconsin. Jon has served as editor of several periodicals, including the Journal of Individual Psychology and The Family Journal. He holds diplomas in both family psychology and Adlerian psychology. He has authored 150 journal articles and 40 books, including Time for a Better Marriage, Adlerian Therapy, The Mummy at the Dining Room Table, Bad Therapy, The Client Who Changed Me, and Moved by the Spirit. He has created more than 200 professional trade videos and DVDs with leading professional therapists and educators. In 2004, the American Counseling Association named him a “Living Legend.” Recently, he syndicated the advice cartoon On The Edge with cartoonist Joe Martin.

Ella P. O. Chan received her formal education in Hong Kong, where she began her career as a secondary school teacher. Ella immigrated to Toronto, Ontario, Canada, with her family in 1990 and worked as a guidance counselor at the North York public school board. She also received training from the Gestalt Institute of Toronto as a gestalt therapist. She returned to Hong Kong in 1997 with her family to continue her lifelong education and career in counseling. She received her EdD degree (counseling psychology) from The Chinese University of Hong Kong in 2003. Currently, she is associate dean of the School of Continuing Education at the Hong Kong Baptist University. In addition to her full-time career, she also teaches counseling-related courses for a number of academic institutions, including The Chinese University of Hong Kong. Ella’s major areas of scholarly interest include group counseling, career guidance and counseling, gestalt therapy, personal growth, and parenting.

Jonie Chang is a Chinese immigrant in New Zealand. She has a BA degree from the University of Canterbury, New Zealand, majoring in education. She worked with children and teenagers with mental and/or intellectual challenges as well as their families prior to her appointment as an international student adviser at the University of Canterbury in 2003. She is interested in the area of cross-cultural transition and family counseling and is now pursuing a master’s degree at Massey University, doing research on international students and their families, which led to her receiving the 2005 University of Canterbury Vice-Chancellor’s Staff Development Award.

Charles P. Chen, PhD, is an associate professor of counseling psychology and a Canada Research Chair in life career development at the University of Toronto, Ontario, Canada, where he was the inaugural recipient of the 2005 OISE/UT David E. Hunt Award for Excellence in Graduate Teaching. Charles is a visiting professor in applied psychology at the Educational Science College of Shanghai Normal University, China. He has also been a guest professor at the Faculty of Education, University of Pretoria, South Africa. He has served as an academic examiner/assessor nationally and internationally. He also serves as an editorial board member for several international journals. Charles is a regular conference presenter, a guest speaker in various professional contexts, and a featured expert in news media. He publishes extensively in refereed scholarly journals and has authored several book chapters. He is the author of the book, Career Endeavour: Pursuing a Cross-Cultural Life Transition.

Pamela M. Clayton received her PhD in political sociology. She is a research fellow in the Department of Adult and Continuing Education at the Faculty of Education of the University of Glasgow, Scotland U.K. She is the author of a variety of publications on vocational guidance especially targeted to those subject to risk of social exclusion. Her recent publications include “Blank Slates or Hidden Treasure? Assessing and Building
on the Experiential Learning of Migrant and Refugee Women in European Countries” in the International Journal of Lifelong Education and “Counselling Immigrant Adults at an Educational Institution” (with I. Maunonen-Eskelinen and L. Kaikkonen) in Multicultural Counselling—Foundations and Best Practices in Europe.

Julia A. Conrath is a graduate student in the Counseling Psychology Program at Southern Illinois University at Carbondale. She received her BA degree in psychology from the University of the Incarnate Word in San Antonio, Texas, in 2005. Her primary research interests include stress and coping of international students, cross-cultural psychology, and substance abuse.

Ellen P. Cook is a professor in the Counseling Program at the University of Cincinnati. She received a PhD in counseling psychology from the University of Iowa in 1977 and has been a counselor educator since then. Her numerous publications and presentations are in the areas of ecological counseling, career development, and gender issues. Her fourth book, currently in progress, explores recent developments in ecological counseling theory and practice. She holds professional licenses as a clinical counselor and psychologist in the state of Ohio and is a fellow of the American Psychological Association. She is also an ordained vocational deacon in the Episcopal Church and focuses her service on individual and congregational spiritual development.

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Monica Justin’s life experiences as a child of immigrant parents and woman of color growing up in an ethnic and racially diverse city like Montreal, Quebec, Canada, have been significant factors in contributing to her interest and passion in diversity and multicultural issues. She lives in Montreal and holds a faculty position at Concordia University. As a licensed psychologist, she maintains a private practice. Monica completed her doctoral studies at McGill University and has worked as a practitioner in a variety of counseling contexts with adolescents, adults, and newly arrived immigrants. She has also taught at various academic institutions throughout her career. Her key interests for teaching, training, research, and counseling lie in the areas of biculturalism, second-generation ethnic women, acculturation-related issues, and multicultural counseling and competency/training.

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Patrice Keats is an assistant professor in the Faculty of Education, Counselling Psychology Program, at Simon Fraser University, British Columbia, Canada. Her primary program of research is in the field of traumatic stress studies. She has conducted research for, written, and presented scholarly papers on the constructs of vicarious witnessing and secondary traumatic stress in a variety of populations. This research has been recognized both nationally and internationally through publications and conference proceedings. Currently, she is conducting a national project that focuses on the experiences of photo-journalists and journalists who photograph and report on trauma and disaster events. Secondarily, she conducts research in the area of counselor education. Her current project includes looking at student responses to expert videotapes used for counselor education. Finally, she is a registered clinical counselor in British Columbia and has a part-time private practice working with trauma survivors from civilian and military populations in both group and individual therapy.

Jacques Kurtness received his doctorate from Université Laval, Quebec, Canada, in 1984. He taught at l’Université du Québec à Chicoutimi and was a director in the Canadian Department of Indian and Northern Affairs. He has trained Amerindian police and is involved in negotiations and interventions with a wide range of Native communities. Since his retirement from public service, Jacques has developed his talent as an accomplished
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Mark Watson is a professor and head of the Psychology Department of the Nelson Mandela Metropolitan University in South Africa. His research focuses on the career development and career assessment of primary, secondary, and tertiary students from all South African population groups. He has published extensively in international journals, is the coeditor of two career books, has contributed book chapters to several international career textbooks, and is a codeveloper of an international qualitative career assessment tool. He is presently on the editorial advisory board of several national and international career journals.

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Christine Wihak, PhD, is director, Prior Learning Assessment & Recognition at Thompson Rivers University—Open Learning, Canada. A registered psychologist, her interest in cross-cultural experience and its effect on professional practice developed during the more than 10 years she spent in Nunavut. In that unusual cultural context, she worked in a variety of roles, including providing educational counseling to adult Inuit students and instructing in a counselor education program. To ease her own transition back to the Canadian mainstream, she undertook doctoral studies in educational psychology at the University of Alberta. Her research interests center on experiential learning and blending of alternative knowledge traditions.
Contributors

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