



CSD 5600

CROSS-CULTURAL COUNSELING

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## **RESPONDING TO TRIGGERS**

LEAVE

AVOIDANCE

SILENCE

RELEASE

ATTACK

INTERNALIZATION

RATIONALIZATION

CONFUSION

SHOCK

NAME

DISCUSS

SURPRISE

STRATEGIZE

MISINTERPRETATION

DISCRETION

Discussion Questions:

1. Which responses are most typical for you when you are triggered? As a target or agent?
2. Are there differences in how you respond on your different social identities?
3. Which responses would you like to add to your repertoire?
4. Which responses do you use now and would like to stop using?
5. What blocks you from responding to triggers in ways that feel more effective?
6. What can you do to expand your responses repertoire?

From: Teaching for Diversity and Social Justice (1997)

## TERMS FOR UNDERSTANDING RACISM

AGENT GROUPS

TARGET GROUPS

RACE

PREJUDICE

DISCRIMINATION

ETHNICITY

RACISM

INDIVIDUAL RACISM

ACTIVE RACISM

PASSIVE RACISM

## TERMS FOR UNDERSTANDING CULTURE

CULTURE

CULTURE

CULTURE AND RACISM

INSTITUTIONS

INSTITUTIONAL RACISM

How do the following support or maintain Racism in the White culture?

Holidays and Celebrations

Personal Traits

Use of Language

Standards of Dress

Standards of Beauty

Cultural Icons

Use of Time and Money

# WHITE PRIVILEGE AND RACISM

WHITE PRIVILEGE

COLLUSION

HORIZONTAL RACISM

INTERNALIZED RACISM

ALLY

EMPOWERED PERSON OF COLOR

## EARLY MESSAGES OF RACE

Goal: To explore early memories of being taught messages about race and to build an awareness of how racism has affected your life.

Discuss your answers to the following questions:

1. When were you first aware of yourself as a member of a particular racial group?
2. When were you first aware of people from other races? Which races?
3. When did you first witness or experience someone being treated differently because of his/her racial group?
4. When was a time that you were proud of your racial identity?
5. When was a time you realized that you would be treated differently because of your race?

## **Privilege of Skin Color**

White students enter the university with the benefit of the doubt and the assumption and messages that they receive are that they belong here and can benefit from the social, cultural and academic offerings. African-American students enter the university with the burden of proof. The messages that they receive are that some of them may be able to make it and we'll wait to see which ones are capable.

1. White students can, if they wish, arrange to be in the company of people of their own race most of the time.
2. They can avoid spending time with people whom they have been trained to mistrust and who have learned to mistrust them or their kind.
3. If they decide to live off campus, they can be pretty sure of renting housing in an area which they can afford and in which they want to live.
4. They can be reasonably sure that their neighbors in such a location will be neutral or pleasant to them.
5. They can go shopping alone most of the time, fairly well assured that they will not be followed or harassed by store detectives.
6. They can turn on the television or open to the front page of the paper and see people of their race widely and positively represented.
7. When they learn about their national heritage or about "civilization," they are shown that people of their color made it what it is.
8. They can be sure to be given curricula materials that testify to the existence of their race.
9. They can be fairly sure of having their voice heard in a group in which they are the only white person present.
10. They can be casual about whether or not to listen to another student's voice in a group in which that student is the only member of his or her race.
11. They can go into a book shop and count on finding the writing of their race represented, into a supermarket and find the staple foods that fit with their cultural traditions, into a hairdresser's shop and find someone who can deal with their hair.
12. Whether they use cash, credit cards or checks, they can count on their skin color not to work against the appearance that they are financially reliable.
13. They can count on their parents and friends being treated cordially when visiting the campus.

14. They do not have to be educated as children to be aware of systematic racism for their own daily physical protection.
15. Their parents could arrange to protect them as young children most of the time from people who might not like them.
16. As students, they can be pretty sure that the faculty, staff and other university employees will not target them because of their race, and chief worries do not concern others' attitudes toward their race.
17. As individuals they can make mistakes and not have people assume that the mistake is associated with color. They do not carry the burden of being the representative whose behavior or performance is generalized to the whole race.
18. They can swear, or dress in secondhand clothes, ask for academic assistance without having people attribute these choices to the bad morals, the poverty or the illiteracy of ones race.
19. They can speak in public without putting their race on trial.
20. They can do well in a challenging situation without being called a credit to their race.
21. They are never expected to speak for all of the people of their racial group.
22. They can remain oblivious to the language and customs of persons of color who constitute the world's majority without feeling in their culture any penalty for such oblivion.
23. They can criticize our government and talk about how much they fear its policies and behavior without being seen as a cultural consider.
24. They can be reasonably sure that if they ask to speak to "a person in charge" they will be facing a person of their own race.

From: McIntosh, Peggy (1990). White Privilege: Unpacking the Invisible Knapsack.  
Independent School, Vol. 49 (2), 31-36.

## **HELMES WHITE RACIAL IDENTITY MODEL (1984-1995)**

1. CONTACT STATUS
2. DISINTEGRATION STATUS
3. REINTEGRATION STATUS
4. PSEUDO INDEPENDENCE STATUS
5. IMMERSION STATUS
6. AUTONOMY STATUS

## **CULTURAL IDENTITY DEVELOPMENT A/T ATKINSON, MORTON & SUE (1979-1998)**

1. CONFORMITY
2. DISSONANCE
3. RESISTANCE & IMMERSION
4. INTROSPECTION
5. INTEGRATIVE AWARENESS

# COUNSELING AFRICAN AMERICANS

AFRICAN AMERICANS = 12% OF THE POPULATION

POVERTY RATES

FAMILY CHARACTERISTICS

MATRIARCHICAL

SLAVERY

EDUCATION

SPIRITUALITY

YOUTH AND SUGGESTIONS

RACISM AND DISCRIMINATION

INTERACTIVE FACTORS

GUIDELINES FOR CLINICAL PRACTICE

## COUNSELING LATINO AMERICANS

LATINO'S – LARGEST MINORITY GROUP IN U.S.

MANY DIFFERENCES WITHIN GROUPS

MEXICAN AMERICANS

MEXICO

CUBANS

PUERTO RICANS

HISPANIC AMERICANS

RESIDENCE

PROBLEMS

UNEMPLOYMENT

SUBSTANDARD LIVING

UNSKILLED OCCUPATIONS

FAMILY VALUES

FAMILY STRUCTURE

SEX ROLE EXPECTATIONS

PROBLEMS FOR MALES

PROBLEMS FOR FEMALES

SPIRITUALITY AND RELIGION

YOUTH PROBLEMS WITH ACCULTURATION

EDUCATION

SOCIETAL FACTORS

SUGGESTIONS FOR COUNSELORS

# COUNSELING ASIAN AMERICANS

IMMIGRANTS

REFUGEES

POPULATION – OVER 10 MILLION

GENERAL INFO

TRADITIONAL VALUES AND BEHAVIORS

FAMILY

EMOTIONS

ACADEMICS AND OCCUPATIONS

CONFLICTS IN ACCULTURATION  
ASSIMILATION

SEPARATION

INTEGRATION/BICULTURALISM

MARGINALIZATION

SUGGESTIONS FOR COUNSELORS

# COUNSELING NATIVE AMERICANS AND ALASKAN NATIVES

POPULATION – 2.5 + 1.6 WITH ROOTS

DIFFERENCES FROM OTHER ETHNIC GROUPS

FAMILY

EDUCATION

VALUES

SHARING

COOPERATION

NONINTERFERENCE

TIME ORIENTATION

SPIRITUALITY

NONVERBAL COMMUNICATION

DOMESTIC VIOLENCE

SUICIDE

SUBSTANCE ABUSE

CULTURAL ORIENTATION TYPES

TRADITIONAL

MARGINAL

BICULTURAL

ASSIMILATED

PANTRADITIONAL

SUGGESTIONS FOR COUNSELORS

# TRADITIONAL CHEROKEE WAYS OF HEALING

## SECOND LARGEST NATIVE TRIBE

### RELIGION

#### GENERAL BELIEFS

- 1.
- 2.
- 3.
- 4.

#### GENERAL RULES

RULE OF RESPECT

RULE OF ACCEPTANCE

RULE OF OPPOSITES

HARMONY ETHIC

PRINCIPLE OF NONINTERFERENCE

#### CIRCLE OF LIFE

INNER CIRCLE

FAMILY/CLAN

NATURAL ENVIRONMENT

SPIRIT WORLD

#### INNER CIRCLE

EAST

SOUTH

WEST

NORTH

#### OTHER IMPORTANT CONCEPTS

## POSSIBLE UNDERLYING REASONS FOR SUBSTANCE ABUSE

HISTORICAL FACTORS

GENERALIZATION SPLITS

SOCIODEMOGRAPHICS

PHYSIOLOGY

PEER PRESSURE

NONINTERFERENCE

TREATMENT FOR SUBSTANCE ABUSE

AA – CONTROVERSY

NATURAL TRIBAL REMEDIES

## Classism Quiz

### Life at the Bottom

- How many people in the U.S. had no health care coverage in 1994?
  - 8 million
  - 22 million
  - 37 million
- The best public schools in the U.S. spend over \$15,500 per pupil and have class sizes of about 15. What is the average per-pupil spending and class size of the worst schools?
  - About \$7,000 & over 40 students per class
  - Under \$3,000 & over 60 students per class
  - About \$6,000 & over 100 students per class
- What are the two biggest factors that predict whether an American has an abandoned toxic waste dump affecting his/her local air and water?
  - Proximity to heavy industry; occupation
  - Race; income
  - Rural/urban location; Northern/Southern U.S.
- In the Netherlands in 1987, over 60% of poor people were lifted out of poverty by government programs. In Britain, the percent was about 45%; Canada, 20%; France, 52%. What percentage of poor people in the U.S. were lifted out of poverty by government programs in 1987?
  - 18%
  - Half of 1%
  - 7%
- The majority of people who became homeless in the 1980s were single mothers with children. Why was this true?
  - More teenagers had babies than before.
  - Average rents rose 20% and welfare benefits for single-parent families dropped an average of 23% during the decade.
  - New rules at low-income housing excluded unmarried mothers.

### Politics and Wealth

- Who was the wealthiest person in North America in 1776? \_\_\_\_\_
- The average successful candidate for U.S. Senate in 1992 spent how much of his or her own money on the Senate campaign?
  - \$40,000
  - \$212,000
  - \$660,000
- The "tax reform" bill of 1986, which was supposed to eliminate tax loopholes, cut the tax bill for Americans with incomes between \$10,000 and \$20,000 by 6%, or an average of
  - Increase of 3%
  - Decrease of 27%
  - Decrease of 12%

9. In 1992, the richest 1% of American families paid an average of 7.6% of their income in state and local taxes. The middle 20% paid 10%. What percent of their income did the poorest 20% of American families pay in state and local taxes?
- a) 3%
  - b) 18.2%
  - c) 8.8%
10. The average U.S. household with income under \$10,000 got \$5,700 in government assistance in 1991. How much did the average household with income over \$100,000 get in government benefits and tax breaks?
- a) \$9,300
  - b) \$5,700
  - c) \$3,542
11. In 1976, the wealthiest 1% of Americans owned 19% of the privately owned wealth and the bottom 90% owned 51%. In 1993, how had these numbers changed? That is, what percent did the wealthiest 1% and the bottom 90% own?
- a) 37% and 32%
  - b) 20% and 50%
  - c) 26% and 45%

### **The Reward of Work**

12. Statistically, the factor that best predicts a U.S. adult's income is her or his:
- a) IQ
  - b) Father's occupation
  - c) Level of education
  - d) Number of years in the full-time labor force
13. All of the following greatly decreased for working families in the 1980s and early 1990s except three. Which three increased? (Circle three)
- |                     |                |                 |
|---------------------|----------------|-----------------|
| Leisure time        | Home ownership | Part-time jobs  |
| Union membership    | Second jobs    | Kids in college |
| Illegal child labor | Pension plans  | Health benefits |
14. The percentage of all private owned wealth in the U.S. in 1995 that was acquired not by work or by investment, but by inheritance was
- a) 11%
  - b) 34%
  - c) 46%
  - d) 94%
15. In 1974, Chief Executive Officers (CEOs) of U.S. manufacturing corporations were paid an average of 34 times the income of the average worker. In 1990, compensation for the same CEOs was how many times higher than the average worker?
- a) 41 times higher
  - b) 120 times higher
  - c) 66 times higher

## Class Background Inventory

Please respond to the following questions about social class:

1. When you were growing up, what was your family's source(s) of income? (Investments, public assistance, parent(s) or guardian(s) salaries or wages, from what occupation(s)?)
2. Describe your home(s) and neighborhood(s) growing up. (Own vs. rent, amount of space inside and between houses or apartments, safety, state of repair/etc.)
3. How does the education you are getting now compare with the education of others in your family in this generation, and in the previous two generations?
4. How was your family's leisure time spent when you were growing up? (Travel, camp, hobbies or activities, sources of entertainment?)
5. List five values or expectations that seem to be most valued in your family. Then list five that seem to be least important.
6. What do you appreciate or what have you gained from your class background experience?
7. What has been hard for you from your class background?
8. What impact does your class background have on your current attitudes, behaviors, and feelings? (About money, work, relationships with people from the same class/from a different class, your sense of self, expectations about life, your politics, etc.)

## CLASSISM

### DEFINITIONS

SOCIOLOGISTS

ECONOMISTS

MARXISTS

YESKEL

### CLASSISM

#### CLASS CONTINUUM AND CLASS IDENTITY

RULING CLASS

OWNING CLASS/RICH

MIDDLE CLASS

UPPER MIDDLE CLASS

LOWER MIDDLE CLASS

WORKING CLASS

LOWER CLASS/POOR

#### INCOME QUINTILES

INDIVIDUAL CLASSISM

INSTITUTIONAL CLASSISM

CULTURAL CLASSISM

## CLASSISM HISTORY

### I. U.S FOUNDED

### II. 4 MAIN FORMS OF WEALTH CREATION IN US

- SLAVERY
  
- IMMIGRANT LABOR
  
- LAND GRABS
  
- TENANT FARMING

### III. DEPRESSION AND NEW DEAL

### IV. POST WWII ECONOMY OF 50'S AND 60'S

### V. DE-INDUSTRIALIZATION AND PILLAGE BY RICH (70'S – 90'S)



## ABLEISM

### RANGE OF DISABILITIES

### ASSUMPTIONS

#### PART I (ACTIVITY)

1. CHOOSE A ROLE THAT YOU CURRENTLY HAVE (E.G. STUDENT, WORKER, FATHER, FRIEND)

2. SELECT A PARTICULAR ACTIVITY OR SITUATION WHERE YOU WERE RECENTLY PERFORMING THAT ROLE

3. THINK ABOUT YOURSELF IN THAT ROLE IN THAT SPECIFIC SITUATION AND ANSWER THE FOLLOWING:

- WHOM DO YOU RELATE TO/TALK TO?

- WHAT TASKS DO YOU PERFORM?

- WHERE ARE YOU (LOCATION?)

- HOW DID YOU GET THERE?

- WHAT ARE YOUR STRENGTHS AND LIMITATIONS IN THAT ROLE?

- WHAT DOES THIS ROLE SAY ABOUT YOU AS A PERSON?

### AREAS OF CONCERN WITH ABILITY ISSUES

1. MOBILITY

2. TIME

3. PHYSICAL OR BODY REQUIREMENTS

4. PERSONAL AND SOCIAL

### SUGGESTIONS FOR COUNSELING

## STATUS OF WOMEN QUIZ

1. The total number of men who have served in Congress from its inception through 2004 is over 11,000. The total number of women is \_\_\_\_\_.
2. After the 2004 election, the number of women in the House of Representatives rose to \_\_\_\_\_.
3. After the 2004 election, the number of women in the Senate rose from 2 to \_\_\_\_\_.
4. The references to women on the front page of ten major and 10 smaller market newspapers around the country averaged \_\_\_\_\_% during 1996.
5. Of the 49,088 roles cast in Screen Actors Guild (SAG) film and TV projects in 2004, the largest number, 41.1% were male supporting roles. The smallest number \_\_\_\_\_ were female leading roles.
6. In 2004, women constituted \_\_\_\_\_% of all CEO's regionally accredited colleges and universities.
7. The maternal mortality rate for Whites is 5.9 deaths per thousand; for African Americans, it is \_\_\_\_\_ per thousand (1998).
8. Families headed by women (no spouse present) increased from 10.9% in 1970 to \_\_\_\_\_% in 1991. Families headed by men (no spouse present) increased from 2.4% in 1970 to \_\_\_\_\_% in 1998.
9. In 2000, nearly \_\_\_\_\_% of employed women who had children under the age of three worked full-time.
10. In 2000, of the nation's 6 million employers, \_\_\_\_\_ provided some form of child care assistance.
11. In the United States, fathers currently owe mothers \_\_\_\_\_ dollars in unpaid child support.
12. Nearly \_\_\_\_\_% of full-time working women, and 37% of full-time working men, earn less than 20,000.\
13. In 1984, women overall earned 67.8 cents for every dollar a man earned. In 2002, women earned \_\_\_\_\_ for every dollar men earned.
14. In 2002, the unemployment rate was: for white women \_\_\_\_\_%; black women \_\_\_\_\_%; and Latinas \_\_\_\_\_%.
15. In 2000, the percentage of employed women who were working in administrative support jobs was \_\_\_\_\_.
16. In 2002, the average income for men age 65 and over was \_\_\_\_\_% more than the average woman age 65 and over.
17. In 2000, the percentage of U.S. born women who had 4 years or more of college was \_\_\_\_\_ and for men \_\_\_\_\_.
18. \_\_\_\_\_% of all sexual harassment claims are from women being harassed by men.
19. Women are \_\_\_\_\_ times more likely than men to quit jobs because of sexual harassment and \_\_\_\_\_ time more likely to transfer.
20. Every \_\_\_\_\_ seconds a woman is battered in the U.S.

\_\_\_\_\_ % of women have been sexually or physically abused before age 14. \_\_\_\_\_ % by their boyfriends or husbands.

21. It is estimated that \_\_\_\_\_ % of rapes are never reported to the police and that less than \_\_\_\_\_ of the rapists go to jail.

Adapted from: Blumenfield, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (eds). (2000).  
Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Abuseism, and Classism. New York: Routledge.  
Updated Periodically.

## SEXISM

### QUESTIONS FOR DISCUSSION

1. WHAT DO YOU LIKE ABOUT BEING FEMALE/MALE?
2. WHAT DO YOU DISLIKE ABOUT BEING FEMALE/MALE?
3. WHEN WAS THE FIRST TIME YOU REMEMBER BEING AWARE THAT BOYS AND GIRLS WERE TREATED DIFFERENTLY BECAUSE OF THEIR GENDER?
4. WHAT ARE YOU AWARE OF WHEN TRYING TO LOCATE A PARKING SPACE?

## FEMINISM

## SEXISM

BIOLOGICAL CLOCK

GENDER IDENTITY

GENDER ROLE

SEXISM

SOCIAL POWER

PRIVILEGE

## HETEROSEXISM

SEXISM

HETEROSEXISM

SEXUAL ORIENTATION

HOMOPHOBIA

HETEROSEXUAL PRIVILEGE

GENDER IDENTITY

BIOLOGICAL SEX

TRANSSEXUAL

TRANSGENDERED PERSON

TRANVESTITE

DRAG QUEEN

## DISCUSSION QUESTIONS

1. WHAT IS THE FIRST MEMORY YOU HAVE OF REALIZING THERE WAS A SEXUAL ORIENTATION OTHER THAN HETERO?

2. WHAT DO YOU REMEMBER LEARNING ABOUT GAY PEOPLE AND FROM WHAT SOURCE DID YOU LEARN? STEREOTYPES?

3. DID YOU LEARN THAT YOU WERE EXPECTED TO BE HETEROSEXUAL? IF SO, HOW?

4. DID YOU KNOW ANY LGB PEOPLE WHILE GROWING UP? MEMORIES?

## GAY/LESBIAN/BI/IDENTITY DEVELOPMENT (CASS)

- IDENTITY CONFUSION
  
- IDENTITY COMPARISON
  
- IDENTITY TOLERANCE
  
- IDENTITY ACCEPTANCE
  
- IDENTITY PRIDE
  
- IDENTITY SYNTHESIS
  
- STEREOTYPES

### BECOMING GAY ACTIVITY – PICK A SITUATION

1. WHAT SOCIAL OR INSTITUTIONAL POLICIES OR PRACTICES WOULD BE BARRIERS?
  
2. WHAT FAMILY AND FRIENDS REACTIONS MIGHT OCCUR?
  
3. WHAT ADVANTAGES DO HETEROSEXUALS HAVE IN THIS AREA?

### GUIDELINES FOR COUNSELORS

# Klein Sexual Orientation Grid

	<b>PAST</b>	<b>PRESENT</b>	<b>IDEAL</b>
<b>SEXUAL ATTRAC'TION</b>			
<b>SEXUAL BEHAVIOR</b>			
<b>SEXUAL FANTASIES</b>			
<b>EMOTIONAL PREFERENCE</b>			
<b>SOCIAL PREFERENCE</b>			
<b>SELF IDENTIFICATION</b>			
<b>HETERO/GAY LIFESTYLE</b>			

MULTIDIMENSIONAL – BIPOLAR MODEL OF SEXUAL ORIENTATION

Dimensions	<u>Continuum of Orientation</u>						
	Exclusively Other Gender	Predominantly Other Gender	Generally Other Gender	Equally Both Genders	Generally Same Gender	Predominantly Same Gender	Exclusively Same Gender
1. Erotic or Sexual Thoughts	0	1	2	3	4	5	6
2. Erotic or Sexual Feelings	0	1	2	3	4	5	6
3. Erotic or Sexual Fantasies	0	1	2	3	4	5	6
4. Erotic pr Sexual Behaviors	0	1	2	3	4	5	6
5. Affectionate or loving Thoughts	0	1	2	3	4	5	6
6. Affectionate or Loving Feelings	0	1	2	3	4	5	6
7. Affectionate Or Loving Fantasies	0	1	2	3	4	5	6
8. Affectionate or Loving Behaviors	0	1	2	3	4	5	6

Adapted from:  
New York:

Falco, K.L. (1991)  
Brunner/Mazel

Psychotherapy with lesbian clients: Theory into practice



## CULTURE BOUND SYNDROMES

EATING DISORDERS

MULTIPLE PERSONALITY DISORDERS

AMOK

BRAIN FAG

FALLING OUT OR BLACKING OUT

GHOST SICKNESS

KORO

PIBLOKTOQ

ROOTWORK

SPELL

SUSTO

TAIJIN KYOFUSHO

ZAR

## CRITERIA FOR SUBSTANCE DEPENDENCE

3 OR MORE OF THE FOLLOWING IN THE SAME 12 MONTH PERIOD

1) TOLERANCE

2) WITHDRAWAL

COMPULSIVE USE DEMONSTRATED BY THE FOLLOWING

3) LARGER AMOUNTS OF DRUG OR LONGER PERIOD OF TIME

4) UNSUCCESSFUL AT CONTROLLING USE

5) TIME SPENT

6) ACTIVITIES GIVEN UP

7) CONTINUED USE DESPITE PROBLEMS

SPECIFY IF

\* WITH PHYSIOLOGICAL DEPENDENCE

\* WITHOUT PHYSIOLOGICAL DEPENDENCE

COURSE SPECIFIERS

\* EARLY FULL REMISSION

\* SUSTAINED FULL REMISSION

\* EARLY PARTIAL REMISSION

\* SUSTAINED PARTIAL REMISSION

\* ON AGONIST THERAPY

\* IN A CONTROLLED ENVIRONMENT

## COMMON TYPES OF DELUSIONS

- \* BIZARRE
  
- \* DELUSIONAL JEALOUSY
  
- \* EROTOMANIC
  
- \* GRANDIOSE
  
- \* OF BEING CONTROLLED
  
- \* DELUSION OF REFERENCE
  
- \* PERSECUTORY
  
- \* SOMATIC
  
- \* THOUGHT BROADCASTING
  
- \* THOUGHT INSERTION

## CRITERIA FOR SCHIZOPHRENIA

### A. CHARACTERISTIC SYMPTOMS – 2 OR MORE

#### POSITIVE SYMPTOMS – EXCESS

- 1) DELUSIONS
- 2) HALLUCINATIONS
- 3) DISORGANIZED SPEECH
- 4) DISORGANIZED BEHAVIOR OR CATATONIC

#### NEGATIVE SYMPTOMS – LOSS

- 5) \*FLATTENED AFFECT
  - \* ALOGIA
  - \* AVOLITION

### B. SOCIAL/OCCUPATIONAL DYSFUNCTION

### C. DURATION – AT LEAST 6 MO. + 1 MO. FROM A

### D, E, + F RULE OUT MOOD AND SUBSTANCE DISORDER, MEDICAL CONDITION, ETC.

SCHIZOPHRENIA (295.) SUBTYPES (4<sup>TH</sup> DIGIT)  
RULE OUT IN ORDER

295.20 CATATONIC TYPE

- 1) IMMOBILITY
- 2) PURPOSELESS MOTOR ACTIVITY
- 3) RIGID POSTURE OR
- 4) BIZARRE POSTURE
- 5) ECHOLALIA

295.10 DISORGANIZED TYPE (SCHIZO + ALL)

- 1) DISORGANIZED SPEECH
- 2) DISORGANIZED BEHAVIOR
- 3) FLAT OR INAPPROPRIATE AFFECT

295.30 PARANOID TYPE (SCHIZO +)

- \* DELUSIONS OR AUDITORY HALLUCINATIONS

295.90 UNDIFFERENTIATED TYPE

- \* SYMPTOMS FROM VARIOUS SUBTYPES

295.60 RESIDUAL TYPE

- \* LACK OF PROMINENT POSITIVE SYMPTOMS
- \* NEGATIVE SYMPTOMS EXIST (LACK OF AFFECT, POVERTY OF SPEECH, AVOLITION)

## EATING DISORDERS

### ANOREXIA

1. REFUSAL TO MAINTAIN BODY WEIGHT  
(WEIGHT FALLS BELOW 85% OF NORMAL WEIGHT)
2. FEAR OF WEIGHT GAIN
3. DISTURBED PERCEPTION OF BODY
4. AMENORRHEA

TYPES – RESTRICTING TYPE

BINGE – EATING/PURGING TYPE

### BULIMIA

1. REPEATED BINGE EATING
2. INAPPROPRIATE BEHAVIORS TO PREVENT GAIN
3. AT LEAST TWICE A MONTH FOR 3 MONTHS
4. EVALUATES SELF WITH REGARD TO BODY SHAPE OR WEIGHT

TYPES – PURGING TYPE

NONPURGING TYPE

## FAMILY THERAPY WITH ETHNIC MINORITIES

### THEORIES

FAMILY STRUCTURE (MINUCHIN)

FAMILY COMMUNICATION THEORY (BATESON, ECT)

MAINTENANCE

FAMILY RESTRUCTURING

JOINING

PERSONALISM

TRACKING

RELABELING/REFRAMING

CULTURAL/TRANSITIONAL MAPPING AND DATA COLLECTION

THERAPEUTIC PARADOX/DOUBLE BIND

### OTHER TERMS

IMPERSONAL PHYSICAL ILLNESS

SCHISMOGENESIS

TRIANGULATION

INTERDEPENDENCE VALUES

METACOMMUNICATION

MINUCHIN'S ADAPTATION CATEGORIES OF FAMILY STRESS

## CROSS-CULTURAL STYLES OF CONFLICT RESOLUTION

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**DENIAL OR SUPPRESSION** – Person tries to solve problem by denying its existence. Differences are played down and surface harmony is preserved.

Advantage: If issue is relatively unimportant, this style allows a cooling off period or simply lets time “heal” the problem.

Disadvantage: If the issue is important, this style allows problem to build into a more severe situation that is more difficult to resolve.

**POWER OR AUTHORITY** – An authority, position, majority rule, or a persuasive minority settles the conflict. Power is used to impose a solution.

Advantage: When speed or efficiency is most important, this style may be effective. It also demonstrates the status of the person or group in authority.

Disadvantage: The people who “lose” the conflict may feel disvalued and/or they may cause disruptions in the future to “get even.”

**THIRD-PERSON INTERMEDIARY** – Two or more people who are having a conflict use a third person as a “go-between” to convey messages to each other. Direct mention of the problem to involved people is avoided, but the go-between is aware of everyone’s position.

Advantage: This style allows the preservation of surface harmony while still addressing the conflict and possibly resolving it.

Disadvantage: The conflict may become confused and more complicated because of misinterpretations by the third-person intermediary. Persons involved in the conflict may not feel their feelings have been sufficiently understood.

**GROUP CONCENSUS** – Using a group to share ideas about resolving a conflict and coming to a group decision on action that is agreed to by the whole group.

Advantage: A group may come up with better ideas for resolving the conflict than could an individual alone. Agreement of the whole group to a resolution is a powerful, non-authoritarian influence on the people in the conflict.

Disadvantage: This style is usually very time-consuming. The group may avoid facing the difficult issues and concentrate on a relatively unimportant aspect of the conflict.

**OPEN CONFRONTATION** – Individuals involved in a conflict talk openly with one another about their perception of the problem, their feelings about it, and possible solutions.

Advantage: The conflict is clear and understood by the involved people. Resolution of the conflict is supported by the participants, since they came up with it.

Disadvantage: Involved individuals may not have the skills to engage in constructive confrontation and they feel worse after it. Time and commitment to this process may be lacking.

## CONFLICT RESOLUTION EXERCISE

Case 1 – The American administrator Tom had developed an idea of how to help the Indochinese in his school. His Vietnamese colleague Van knew that the idea would be very insulting to the Indochinese. If you were Van, you would:

- \_\_\_\_\_ Talk to other members of your family and friends about how to handle the situation.
- \_\_\_\_\_ Just keep quiet. It probably won't be a problem.
- \_\_\_\_\_ Go to a person in authority and tell him your concerns about this possibly insulting project.
- \_\_\_\_\_ Talk to Tom and tell him honestly about your concerns. Tell him you can help him work out a better solution.
- \_\_\_\_\_ Go to an older friend who is also a friend of Tom's. Maybe he can talk to Tom about this problem.

Case 2 – Fidel Arnez is a caseworker with the refugee population in Miami. One client has just used some assistance money to purchase a brand new video tape recorder. The church group that is sponsoring the refugee is very angry; they feel the money should be used for important things. If you were Fidel Arnez, you would:

- \_\_\_\_\_ Talk to the refugee and tell him about the problem. Arrange a meeting with the church member for all of you to sit down and talk about this conflict.
- \_\_\_\_\_ Assume that this minor incident will gradually go away, and everyone will forget about it.
- \_\_\_\_\_ Discuss this issue with your supervisor, who will tell the client and church what to do.
- \_\_\_\_\_ Discuss this with the other Cuban caseworkers, and see what the group thinks about the situation.
- \_\_\_\_\_ Talk to your American friend and see if he will go talk to the church members and solve the problem.

Case 3 – Tom Jones lives in the same neighborhood with John Smith, and both of their children go to the same school. The Smith children were fighting with the Jones children. If you were Tom Jones, you would:

- \_\_\_\_\_ Not discuss this with your neighbor. After all, that's just the way kids are sometimes, and they'll get over it.
- \_\_\_\_\_ Go and speak directly to your neighbor, and discuss what can be done to stop the children from fighting.
- \_\_\_\_\_ Speak to the caseworker and ask her to intervene.
- \_\_\_\_\_ Talk to your family about this difficulty, and see how the group feels about it.
- \_\_\_\_\_ Go to the school, ask to see the principal, and tell him about this problem. Ask him to help our children.

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