

# Strategies for Implementation of the Multicultural Guidelines in University and College Counseling Centers

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University and college counseling centers (CCs) can play an important role in the implementation of the American Psychological Association's "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists." CCs are major providers of psychological services within institutional settings. In addition, CCs offer professional training programs, conduct research, and advocate for institutional change. Implementing the Multicultural Guidelines requires CCs to infuse multicultural perspectives into all CC functions and to become multiculturally competent organizations. Strategies for implementation of the Guidelines are presented regarding beginning the process, ongoing issues, and anticipated challenges. Examples of applications are provided. Implementation of the Guidelines calls for commitment to a long-term process to promote multiculturalism within both the CC and its home institution.

*Keywords:* counseling centers, multicultural guidelines, multicultural competency, colleges, universities

University and college counseling centers (CCs) have an opportunity to play an important role in implementing the "Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists" (hereinafter referred to as the Guidelines; American Psychological Association [APA], 2003). CCs are major providers of psychological services within institutional practice settings, serving student populations in over a thousand 4-year colleges and universities. The purpose of this article is to discuss strategies for the implementation of the Guidelines that can be used in CC settings (most existing within predominantly White institutions of higher education [WIHE]).

The functions of CCs are broad based and include several, if not all, of the six areas covered by the Guidelines. CC practice typically includes assessment, counseling, crisis intervention and trauma response, psychoeducational outreach programs, and consultation. In addition, many CCs have training programs at practicum, internship, and/or postdoctoral levels. CCs are the major internship placement site for students in APA-accredited counseling psychology programs (Neimeyer, Bowman, & Stewart, 2001). CC staff may teach, provide guest lectures, and have formal ties to academic programs. Evaluation and research are conducted in CCs, often in conjunction with other psychologists and allied

health professionals. Through advocacy activities, CCs may have an impact on policy development and institutional change.

Prejudice and discrimination negatively affect minority student recruitment, retention, graduation rates, learning, and psychological well-being (APA, 2003). In WIHE, the problems typically faced by college students are compounded for minorities and immigrants, who may perceive the campus environment to be more racist and less accepting than White students do (Rankin & Reason, 2005). As the diversity of the student population continues to increase, a multiculturally competent CC becomes ever more important.

## Beginning the Implementation Process

Implementing the Guidelines means that multicultural perspectives must infuse all CC transactions. Although the Guidelines could be interpreted at the individual staff member level, a more comprehensive model requires change at the organizational level as well. When introducing the Guidelines to the CC staff, it is important to emphasize their relevance to all aspects of CC functioning. The CC staff must come together and acknowledge the significance of the Guidelines as a matter of competency and support the goal of implementation.

There is no single way in which to begin the implementation process; however, local self-assessment is integral in developing a strategy. Initial assessment can be assisted by using tools based on the multicultural organizational development model, such as Reynolds and Pope's (2003, pp. 376–377) "Template for a Multicultural Counseling Center." This checklist identifies 10 categories for study: (a) comprehensive definition of the term *multiculturalism*, (b) mission statement, (c) leadership and advocacy, (d) policy review, (e) recruitment and retention of a diverse staff, (f) multicultural competency expectations and training, (g) scholarly activities, (h) CC programs and services, (i) physical environment, and (j) assessment.

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To facilitate an organizational audit, the CC may want to involve an outside consultant because some staff may feel disempowered, fearful, or defensive about participating in the process. A skilled professional from outside the CC can gather data from identifiable sources in an independent and confidential manner and provide aggregate feedback. The presence of a consultant means that no CC individual or group is responsible for processing sensitive information or facilitating group interaction, and everyone can be a participant in the process. Criteria to consider when selecting a consultant include philosophical orientation, model, and past experience (Arredondo, 1996). CCs with budgetary constraints might submit a request for special funding to an administrator at the next level of the organization, articulating the benefits to the campus, or CCs may arrange for an exchange of services with another CC. The auditing process can also move forward without an outside consultant when procedures are clearly structured, roles are defined, and guidelines such as those outlined by Reynolds and Pope (2003) are used.

Once an initial audit is completed and recommendations emerge, follow-up and accountability are essential. Strategies and realistic timetables for implementation need to be devised, with recognition of the diversity among the staff. Both short- and long-term goals are necessary. Momentum can be created by setting achievable goals that lead to immediate change. Other goals can be aspirational, requiring more time to be actualized. It is a disservice to develop a plan overly dependent on outside resources or institutional culture change, as these are often outside the control of the CC. The process needs to be fluid, with a commitment to ongoing reassessment, reevaluation of goals, and self-study over time. The CC director must offer strong leadership and is ultimately accountable for implementation. However, it is important to have a designated group beyond the formal CC power structure that can assume a leadership role. A multicultural committee with diverse and inclusive representation and possessing the ability to bring forward suggestions that may affect all aspects of CC functioning is one such example.

Overarching concepts of the Guidelines provide affirmation that people are cultural beings with attitudes and beliefs that influence perceptions and affect interactions with others. As stated in Guideline 1, "Psychologists are encouraged to recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves" (APA, 2003, p. 382). Closely related, Guideline 2 states, "Psychologists are encouraged to recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals" (APA, 2003, p. 385). The process of learning about oneself and others involves openness to changing attitudes and beliefs, exposure to others different from oneself, and ongoing consciousness raising. Specific suggestions for integrating these Guidelines are incorporated in the remaining sections of this article.

### Psychological Practice

According to Guideline 5, "Psychologists are encouraged to apply culturally appropriate skills in clinical and other applied psychological practices" (APA, 2003, p. 390). Much has been written to assist counselors in becoming multiculturally competent

practitioners (e.g., Arredondo et al., 1996; Ponterotto, Casas, Suzuki, & Alexander, 1995; Roysircar, Sandhu, & Bibbins, 2003; Sue & Sue, 2003). Sue (2001, p. 792) conceptualized a multidimensional model with three primary dimensions: (a) race and culture-specific attributes (five cultural groups); (b) components of cultural competence (awareness, knowledge, and skills); and (c) the foci of cultural competence (individual, professional, organizational, and societal) that illustrate the many levels at which multicultural competence can be demonstrated.

The progression of increasing cultural competency frequently starts on the individual level focusing on awareness, knowledge, and skills. The knowledge base is essential and perhaps the easiest to approach. The awareness component, which may be the most difficult to explore, must include examination of White privilege, racism, and racial identity (Arredondo et al., 1996). Awareness activities range from introductory to very difficult dialogues in a progressive exploration of cultural bias. In addition to these types of experiential exercises, personal exposure to groups different from oneself can increase awareness and may include reading and attending cultural events (e.g., arts, music, theater, films, dance, crafts, and rituals). Sue (2001) emphasized that individuals must learn from as many sources as possible and spend time with healthy, strong members of diverse cultures to enable experiential understanding and ongoing consciousness raising.

The process of examining personal biases and understanding clients' cultural backgrounds and world views can lead to the development of multiculturally sensitive counseling skills. According to the Guidelines, "It is not necessary to develop an entirely new repertoire of psychological skills to practice in a culture-centered manner . . . [but] it is helpful for psychologists to realize . . . [where] culture-centered adaptations in interventions and practices will be more effective" (APA, 2003, p. 390). It is important when conceptualizing client concerns to integrate clients' cultural context and understand how that affects the presentation of issues. CCs' information gathering and intake forms should reflect questions regarding sociocultural factors. When formal assessment instruments are used, the limitations must be considered in interpreting the results, because standardization rarely includes significant samples of diverse population groups.

In WIHE, counselors need to assess the impact of cultural congruity and influence of the university environment on their racial-ethnic minority clients (Gloria, Hird, & Navarro, 2001). For example, Parham (1999) has described the fundamental identity struggle that African American students face in being socialized to seek validation from a White society that is racist and oppressive. Different cultural groups may vary in how they seek help, and students of color may underutilize counseling services (Sue, 2001). Alternative helping roles may need to be considered, such as adopting a more active counseling style, working outside the office, advocating for environmental change, viewing the client as encountering (rather than as having) a problem, and increasing prevention activities (Sue & Sue, 2003).

The physical environment of the CC may signal to clients that diversity is valued. Displays of multicultural art work, artifacts, wall calendars, world maps, and magazines in the reception area and counseling offices can help diverse clients feel welcomed and affirmed. If the budget does not permit such purchases, staff can join in loaning or donating items. Small grants may be proposed to

parent funds, concession funds, student government, or other supportive groups.

CCs are increasingly faced with the challenge of meeting the needs of students for whom English is a second language. This is further complicated when spouses, partners, or other family members with little command of English are involved, especially in times of crisis. CCs can strive to broaden the linguistic capabilities of staff counselors. Nevertheless, that effort will likely cover only a few languages at best, and the issues surrounding the use of interpreters must be addressed. The use of family members, authorities in the community, or those unskilled in mental health practice is discouraged (APA, 2003, p. 392). At present, the reality for CCs presents quite limited options because of lack of available interpreters and/or lack of funds to pay for services. Innovative problem solving requires CCs to partner with other stakeholder groups on campus (e.g., police, other health care services, residence life, the dean of students' office, international student services, and academic departments).

### Campus Outreach and Consultation

CCs have been on the leading edge of expanding psychological practice beyond the office to reach a broader population and engage in prevention and macrolevel intervention through outreach and consultation. In describing their vision of CCs for the 1990s, Stone and Archer (1990) predicted that "CC staff will be called upon to play a greater role in working with the entire campus community to fight racial, ethnic, and other prejudice and discrimination" (p. 555). Crego (1990) called for a paradigm shift, envisioning those in outreach roles to become "active initiators" and "catalysts for change" (p. 608). Fifteen years later, the activist role remains an important role for CCs, yet it is full of unrealized potential.

Outreach programs targeting racial-ethnic minority students can be designed to address specific group needs. CCs must also engage White students in learning about their own cultural heritage and the existence of White racial identity and privilege, as well as in understanding groups that are different from themselves. University faculty, staff, and administrators are also important targets for and partners in campus outreach and consultation. CCs can work with these groups to identify diversity-enhancing objectives that have an impact on institutional culture. Target groups and their members may be at various stages of multicultural development; interventions should be customized for the target groups with this in mind.

Involvement in the social arena and working for social justice represent expanded roles for most CCs, who may view such activities as beyond their mission. However, CCs can consider new roles in community outreach, facilitating indigenous support networks, advocacy, and public policymaking as ways to contribute to social change (Vera & Speight, 2003). More WIHE are becoming sensitized to the responsibility they have in their local community and are beginning to actively promote community service. CCs can participate in these efforts through outreach and consultation to community groups. CC staff can be encouraged to take on leadership and volunteer roles within the community. With the limited resources available that can be allocated to such activities both on and off campus, CCs must prioritize objectives for interventions among the seemingly limitless opportunities.

### *Diversity Lunch Series*

To promote discussions about diversity in an engaging and nonthreatening manner, the University of Florida (UF) CC developed a "Diversity Lunch Series" open to students, faculty, and staff, with the premise that exploring cultural identity can be fun and that prejudice reduction does not have to be painful in order to have an impact (Resnick, 2000). The CC has been able to enlist the support of a local Subway shop, which donates 20 free meals for each of the 10 programs (5 scheduled for fall and spring terms). Providing food was seen as an important component that would attract students. The programs, which cover a wide range of topics in imaginative ways, are facilitated by CC staff and trainees. In its eighth year, the program provides participants an opportunity to interact and explore. An added benefit is the increased engagement around diversity issues for the various CC program facilitators. Examples of topics include "How Did I Learn About Race?"; "Music as the Conductor of Culture"; "Spirituality and Multiculturalism"; "What Is Funny? Humor and Race"; "Privilege: Who Has It and Why"; "Racial Stereotyping and Responses to Terrorism"; "Curly, Straight, Bald, Fade, Permed, and Frizzy: How Hairstyle Impacts Personal Identity"; and "Intercultural Couples: Secrets of Success."

### *African American Student Program for Improvement and Retention in Education*

To counteract the potential impact of a state initiative disallowing affirmative action, UF CC staff designed the African American Student Program for Improvement and Retention in Education (ASPIRE) to target the needs of African American students in support of their academic success (Resnick, 2002). Examples of specific services that have been offered include groups for building math confidence, career exploration, and support for women of color. Informational brochures and Web site design promoting ASPIRE communicate an affirmative Afrocentric stance. Beyond providing counseling, a major goal of ASPIRE has been to provide outreach and consultation services to existing campus programs and organizations involved in the recruitment and retention of African American students. The purpose has been to strengthen the functioning of these groups through collaborative efforts, anticipating that this would further influence the campus environment.

A diverse team of interested and knowledgeable staff and interns has been assigned dedicated time to ASPIRE. They work systematically to identify and contact identified key individuals and groups, offering outreach programs, consultation, and training. As relationships have developed and/or become stronger, more services have been developed and implemented. With greater CC visibility and involvement, the number of African American students who have self-identified or who have been referred for counseling has increased. Likewise, CC staff have become better informed about campus programs and can help clients connect with a variety of resources. In developing ASPIRE, the UF CC has taken care to maximize CC expertise while being realistic about the resources available and the uncertainty of funding. Programming and consultation were devised to expand or contract, with the ongoing relationships remaining intact and long-term commitments assured. Increases in the need for counseling services have been absorbed by the entire CC staff. Successful elements involve

understanding the importance of ASPIRE within the CC's multicultural mission, dedicating resources, utilizing a skilled multicultural team, employing an Afrocentric philosophy, integrating multicultural perspectives with college student development, and collaborating with existing programs and departments.

### Professional Training and Education

Guideline 3 states that, "as educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education" (APA, 2003, p. 386). CCs are involved in psychology professional training and education through the clinical supervision of practicum students, interns, and postdoctoral residents. The CC setting provides trainees with excellent opportunities to develop multicultural competencies through counseling, outreach, and consultation with a diverse clientele. Trainees learn within the context of multiculturally sensitive supervision, seminars, and staff development programs. Supervision in particular can provide a safe and supportive relationship where trainees can explore assumptions, attitudes, biases, racial identity, power, and world view (Reynolds & Pope, 2003).

The majority of mental health professionals are White, and the pervasiveness of White privilege has an impact on the development of multicultural competencies. In their study of counseling trainees, Ancis and Szmanski (2001) found that attitudes toward White privilege range wide, from lack of awareness and denial to higher order awareness and commitment to action. They recommend that flexible, sensitive, and creative interventions be developed with trainees to address these differences. Supervisors also exhibit a range of awareness. Furthermore, trainees often have had more formal training in multicultural counseling than their supervisors; issues of multicultural competence within supervision dyads indicate that supervisors must not minimize or magnify cultural differences, and power dynamics must be addressed (Constantine, 2003).

Perez, Fukuyama, and Coleman (2005) have identified factors that facilitate the implementation of the Guidelines within a CC training program. These include a commitment to diversity issues that are operationalized through a multicultural mission statement, which is incorporated into supervision and seminars and embedded in a CC that values multicultural competence. They have provided examples of a multicultural training mission statement and multicultural training goals, objectives, and evaluation taken from a UF CC self-study.

### Evaluation and Research

Evaluation and research have become increasingly important in CCs where accountability is highly valued and CCs are under pressure to demonstrate the effectiveness of their services. Some CCs regularly conduct psychological research or receive requests from trainees and colleagues to use their client population in research studies. Increasingly, CCs may be part of national and international research consortia. CC faculty may also serve on psychology students' master's and doctoral dissertation committees, write and review grants, publish, and serve as peer reviewers for journals and professional conferences.

According to Guideline 4, "Culturally sensitive psychological researchers are encouraged to recognize the importance of con-

ducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds" (APA, 2003, p. 388). Establishing a research committee or another entity within the CC can facilitate developing and/or reviewing research proposals through a multicultural lens. Unfortunately, the demands for service and training often place CC research activities as lower priorities; lack of staff expertise and/or research support exacerbates the situation. CCs most productive in program assessment and research often have staff whose job description includes a significant evaluation component.

The evidence-based practice (EBP) movement in mental health has focused on demonstrating the effectiveness of psychotherapeutic interventions. Atkinson, Bui, and Mori (2001) noted that the EBP and multicultural counseling movements have rarely intersected. They identified factors (e.g., subjects, symptom manifestations, acculturation, counselor multicultural competence, and relationship characteristics) to be addressed by EBP researchers to incorporate a multicultural perspective. Wampold and Bhati (2004) noted two omissions in EBP: the role of the practitioner in treatments and the client's subjective experience. Wampold, Lichtenberg, and Waehler (2002) developed guiding principles for EBP, emphasizing common factors and broader perspectives that support multiculturally sensitive paradigms.

Coleman and Wampold (2003) published guidelines for developing and evaluating culturally relevant treatment: Articulate a theory of culturally relevant counseling, study process rather than treatment, focus on common factors (how the client experiences change), and own our values as practitioners and scientists. Vera and Speight (2003, p. 269) called for a "move from a microlevel to a macrolevel analysis of issues of multicultural competence" at systems-level intervention. As EBP continues to evolve and gain influence, it is critical for the process to be informed by multiculturally competent scientists, practitioners, and educators. University CC settings, with the proximity of academic departments to counseling service units, are particularly well situated for such collaborations.

### Counseling Center Organizational Change

According to Guideline 6, "Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices" (APA, 2003, p. 392). It is not sufficient to have multiculturally competent counselors on staff; to be a culturally competent agency, the CC itself will need to have a "multicultural culture" (Sue & Sue, 2003, p. 450). Arredondo (1996) identified natural stages in becoming a multicultural organization: exploration, commitment, experimentation, redefinition, integration, and regeneration (p. 215). In her "blueprint" for diversity initiatives, Arredondo (2003, p. 233) listed steps along the way: preparing for an initiative, clarifying motivation, articulating a vision and mission, self-study and data gathering, organizing a strategic plan, implementing tactics, and measuring for impact.

In order for cultural diversity to be supported and advanced, there must be a review of policies, practices, and organizational structures to remove barriers and create structures (Sue & Sue, 2003). Sue (2001) noted that multicultural agencies (a) value diversity and continue to accommodate ongoing cultural change; (b) reflect contributions of diverse groups in mission, operations,

products, and services; (c) view multiculturalism as an asset; (d) engage in activities that allow for equal access and opportunities; (e) realize equal access and opportunities do not mean equal treatment; and (f) work to diversify the work environment (p. 807).

### One Counseling Center's Journey Toward Multicultural Competence

Fukuyama and Delgado-Romero (2003) described the lengthy and purposeful process of infusing multicultural competencies throughout a large public WIHE. The UF CC had a long history of commitment to social justice; the impact of the women's movement and the racial integration of the university led to nontraditional service delivery, advocacy-based outreach and consultation, and innovative training. Awareness of multicultural organizations became more explicit as part of the 1990s multicultural counseling movement. A multicultural committee was created, elevated to be on equal footing with the clinical services and training committees, and then charged with providing leadership and support for multicultural infusion. The CC developed a multicultural mission statement, introduced a multicultural counseling training seminar, and began the process of organizational self-study. An outside consultant was brought in to facilitate discussion and develop trust among the staff on this topic.

The process was strongly influenced by staff members with expertise in the multicultural field. The initiatives of the multicultural committee received strong support from the director as well as from the vice president for student affairs. The need for more diversity on the staff was made a priority; advocacy resulted in new professional lines, followed by a commitment to recruit racial-ethnic minority professional staff, support staff, and interns. Proactive hiring strategies have yielded a critical mass; racial-ethnic minority members constitute approximately 40% of all groups.

The percentage of racial-ethnic minority clients seen at the CC continues to rise. In the past year 41% of CC clients were members of racial-ethnic minority groups, compared with 27% of the student population; 39% of the training faculty were racial-ethnic minority members, compared with the national average of 15% for all APA-accredited internships as reported by the APA Committee on Accreditation in their annual 2005 statistics (Resnick, 2005). Operational policies and procedures, training curricula, staff development programs, and research studies are viewed through a multicultural lens. CC publications and the Web site ([www.counsel.ufl.edu](http://www.counsel.ufl.edu)) reflect multicultural awareness. The CC physical environment reflects an affirmation of diversity achieved through a decade-long process of acquiring multicultural wall coverings, art, and artifacts. Wall calendars celebrating diverse groups are purchased annually for placement in public spaces and offices. The CC is known on campus for its commitment to promoting a multicultural environment. Staff are called upon to provide outreach, consultation, and diversity training to student groups, academic departments, and other campus units (e.g., the police department and athletic association).

The CC closes annually for a full-day retreat dedicated to multicultural awareness (Guidelines 1 and 2). The retreat combines psychoeducational and experiential activities in a relaxed setting off site. The day is organized by a committee representing professional staff, support staff, and trainees, providing an opportunity for developing creative programs that are inclusive of all levels of

CC staff. The activities always include small group break-outs, as those allow for fuller participation and more meaningful interactions. After some initial apprehension on the part of some staff and needed experimentation with format, the retreat has evolved. It has become a day that CC staff look forward to as a time to get to know coworkers in new ways and appreciate our differences as well as our commonalities amid both laughter and tears.

### Roles for CC Directors

In positions of leadership, CC directors play an important role in the implementation of the Guidelines. They can promote multicultural competency through hiring practices, evaluations, policies and procedures, decision making, staff development, resource allocation, and incentives for travel to multicultural conferences and workshops. Effective organizational change cannot occur from the "top down"; it often occurs because of leadership on the part of staff members and trainees "bubbling up." Motivation rarely emanates from one source (Arredondo, 1996). In the best case scenario, there is a synergistic effect in an organizational climate in which members believe that their voices will be heard. This is not easy to accomplish. Some staff, especially newer, younger, and/or minority group members, may feel disempowered and reluctant to speak out, or mistrustful, regarding the "system" as being problematic or oppressive. The well-intentioned CC director may feel that she or he is being unfairly identified with and/or responsible for the system and/or may feel unappreciated. Diversity among staff members means that change may be too slow for some and too fast for others. The director must take care not to be defensive or resistant when power issues and system change are discussed.

Douce (2002) recommended that CC directors apply their "counseling skills" to facilitate discussion of diversity issues by being genuine; engaging in self-examination of their own culture, prejudices and stereotypes; owning mistakes and modeling personal growth; owning experiences of both privilege and oppression; building trust; listening at multiple levels to themselves and others; acknowledging different world views; recognizing internalized conflicting world views; and being collectivistic rather than individualistic. Douce (2002) noted that "paradigm change is difficult, sometimes painful and always confusing, and that no one gives up privilege willingly or with ease."

The WIHE environment can have an impact on the ways in which CCs approach the implementation of the Guidelines, potentially affecting prioritization and resource allocation. Like racial-ethnic minority clients who must function in two worlds—within their community and in the larger White society—CCs may also be caught in the middle, between functioning as a multicultural organization and as part of the larger WIHE promoting either a monocultural model of success or a nondiscriminatory model (where multiculturalism is not an institutional priority). The CC must learn to develop interventions that will be effective for various groups at different levels of development. Internal support among CC staff for the difficult work is essential.

Because CC directors interact with higher level administrators and function as the official CC representative to the campus community, they may be in the best position to adopt a primary role as "initiator-catalyst" for systems change (Archer & Cooper, 1998, p. 131). Parham (2003) challenged CC directors to influence the campus climate by convincing administrators that "we are

broken” because cultural competence is not being dealt with, that multiple identities must be acknowledged, and that programs are needed to develop multicultural competence for students as well as for administrators, faculty, and staff.

### A Professional Organization in the Process of Transformation

Multicultural competence must be an integral part of professional organizations, which must reflect valuing diversity and accommodating ongoing cultural change (Sue, 2001). The Association for University and College Counseling Center Directors (AUCCCD), representing over 650 CCs, provides leadership development, addresses standard-of-care issues, and offers a forum for examining cutting-edge issues in college student mental health. It is an organization that is engaged in an evolutionary process of moving from monoculturalism toward multiculturalism.

The demographics of the director members has changed dramatically in the past decade, moving from a predominantly White male organization to a much more diverse group in terms of gender, race, ethnicity, and sexual orientation. Intentional efforts to transform the organization included programs led by knowledgeable directors and invited keynote speakers to develop multicultural awareness. The AUCCCD became one of the first professional organizations outside of APA to endorse the Guidelines and commit to implementation in CCs across the United States and Canada. A board-sponsored plenary session examined organizational dynamics that both facilitate and inhibit operationalizing multicultural competent service delivery (Parham, 2003). Directors discussed multicultural organizational competence, explored assessment of diversity progress, and developed strategies for implementation. Consistent small as well as large steps were encouraged as part of the process, with the belief that dedication to attainable goals over time would result in substantive change.

Other changes within the AUCCCD include attention to diversity within governance, commitment to ongoing multicultural programming in plenary sessions, implementation of a diversity leadership scholarship (mentoring aspiring CC directors), and cosponsorship of the National Multicultural Conference and Summit. A diversity work group is conducting a survey of the membership regarding CC multicultural organizational assessment. Multicultural awareness enters into the selection of the site for the annual meeting (e.g., location for the annual conference was changed when the association learned that the name of the chosen site was offensive to American Indians). As the organization moves forward, AUCCCD becomes an even stronger resource through which CC directors may explore their own racial identity, demonstrate multiculturally competent leadership, and operationalize the implementation of the Guidelines in their CCs.

### Implications and Conclusions

The successful implementation of the Guidelines in CCs requires a shared vision. Structures must be in place to facilitate and oversee the process, so that progress is evaluated, goals are reviewed and revised, staff development continues, and the organization at all levels supports the commitment. Trust must be developed, dissent encouraged, difficult dialogues anticipated, and respect for others demonstrated. Care must be taken to reject

tokenism and to avoid assigning people of color as diversity experts and/or presuming that Whites are not committed to multiculturalism.

When strategies for implementation of the Guidelines in CCs are considered, patience, perseverance, and continuous dedication are required. As Reynolds and Pope (2003) cautioned, “CCs cannot become multicultural overnight, and it is important to guard against the desire for quick change or immediate results” (p. 379). CCs are a heterogeneous amalgamation of agencies that vary widely in their engagement in the process of implementing the Guidelines. Some CCs are among the leaders in the field, whereas others are in the beginning stage. From whatever point of departure, CCs can engage in the process of transformation toward multicultural competence, with consciousness raising part of daily interactions. As everyone takes even small steps toward change, the whole becomes greater than the sum of its parts.

Developing multicultural competency as an organization is difficult work, yet it is necessary if the needs of a changing population are to be met. Some rewards for this work may be external; however, that may not be the case when CCs exist within systems that do not place as high a value on multicultural competence. CCs must be aware of the institutional priorities and expectations, integrating multicultural perspectives in this context. Intrinsic rewards come with participation in a meaningful process and with the experience of success as a change agent. The process is ongoing, as individual and collective efforts must be made to keep up with new developments in multicultural research, legislation, and expanded practice (APA, 2003, p. 395).

It is essential for CCs to embrace diversity and commit to a multicultural mission in order to best serve the clients, the community, and the profession. As Bingham (2000, p. 144) stated, “Exclusion is easier, but inclusion is better. . . . Draw the circle bigger.” We who work in college and university counseling centers have a great opportunity to do so, using the Guidelines as our guideposts.

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