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## Book Reviews / Comptes rendus

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Fukuyama, M. and Sevig, T. (1999). *Integrating Spirituality Into Multicultural Counseling*. Thousand Oaks, CA: Sage.

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*Reviewed by:* Judy Chew, University of Calgary

This "work in progress" is a psychologically based guide which seeks to promote the understanding of spiritual issues that may be present in multicultural counselling and learning processes. A central theme is how multiculturalism and spirituality intersect within the counselling field.

The first section outlines key terms such as spirituality, religion, transpersonal, and multiculturalism. The authors discuss the importance of the spiritual dimension to both client and counsellor. As holistic approaches to health gain recognition and interest in the mind-body connection grows, it is vital to recognize the spiritual dimension as integral to healing. There are questions raised about the healing process and its relationship to spirituality, and counsellor comfort levels in exploring spiritual/religious belief systems. Concerns and resistances that are personally encountered in the task of integrating spirituality into multicultural counselling are discussed.

The authors explore several "models" of spiritual experiences as expressed through different worldviews such as the Christian, Buddhist, Hindu, Islamic, and Hebrew traditions. Attention is also devoted to the spirituality of three culture-specific world views: women's spirituality, Afro-centric spirituality, and Native American spirituality. Recognizing that individuals are on a spiritual journey, the book highlights the cultural spiritual world views that are developmental in focus. During times of change and transition, clients may embark in the counselling process to explore, validate, and redefine aspects of their experiences that overlap with spirituality. Stage models of faith development and psycho spiritual identity development are presented to illustrate the integration of self-identity with organized religion, belief systems, spirituality, and social group memberships.

The middle section of the book explores the close link between spirituality and multicultural values. Important themes include spiritual and multicultural counselling competencies, change process, the necessity of spiritual values, and the integration of spirituality and multiculturalism. The authors assert that spirituality, religion, and psychology may be directed toward positive and negative purposes and result in both healthy and unhealthy spirituality.

The final section probes how life experiences such as death, grief, dying, and suffering often require spiritual exploration. Counsellors need to collaborate with clients in their quest for answers, strength, and meaning, and the need for control and empowerment within a spiritual and existential context. The authors present fundamental ethical considerations for integrating spirituality into multicultural counselling. These include premature spiritual interventions, blurring of boundaries, counter transference, referral to religious professionals, and lack of training.

The sheer amount of information in each chapter often makes for slow digestion of content, although the suggested readings are valuable for those needing more specialized resource material. At times the focus of integrating multicultural coun-

selling and spirituality is dominated by "westernized" practices. For instance, it is difficult to understand how journalling, art therapy, morning pages, and poetry writing can be understood within the context of the authors' original multicultural focus. Another of the book's shortcomings is its scant attention to the critical areas of ethical and professional issues.

Despite these concerns, *Integrating Spirituality into Multicultural Counseling* does succeed in capturing key issues relevant to this integration. It contains excellent references and self-awareness exercises. Its brevity may compel counsellors to continue their own "work in progress" by exploring other avenues for consolidating professional competencies and strengthening ethical practice in this increasingly important area.

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Orton, G.L. (1997). *Strategies for Counseling with Children and Their Parents*. Pacific Grove, CA: Brooks/Cole Publishing Company.

A Student Manual (1997) to accompany *Strategies for Counseling with Children and Their Parents*. is also available

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*Reviewed by:* Karen MacMillan, University of Calgary

*Strategies for Counseling with Children and Their Parents* is a practically oriented manual for counsellors who work with children facing common developmental concerns as well as vulnerable child populations, such as those with ADHD or abusive histories. The author is an experienced counsellor and professor who presents a variety of strategies and techniques that can be incorporated into an integrative counselling practice. She espouses the value of being flexible in applying knowledge and skills from different theoretical orientations, however, Orton does lean towards an Alderian perspective, as it lends itself to her strength-based and environmental focus in counselling. Orton recognizes the strong influence parents have on their children's well-being and therefore, emphasizes the importance of parent participation in the counselling process.

The book is comprised of 12 chapters which are separated into three main parts. The first section, "*Understanding Today's Children and Their Families*," provides a helpful context for the book, as it describes the societal trends contributing to the changing family demographics and shifting needs of children in the 21st century. Developmental frameworks and common developmental problems faced by children are outlined. There is also practical information on identifying and treating children struggling with alcoholic parents, divorce, abuse and neglect, grief, and AIDS.

Part 2, "*Counseling and Therapy with Children*," comprises the majority of the book. This section begins by outlining conditions necessary for a strong therapeutic relationship and addresses assessment and treatment planning. The author discusses specific techniques for individual developmental counselling, as well as counselling and guidance groups for children. Separate chapters are devoted to the therapeutic and assessment techniques available through play, art, and bibliotherapy. Another