Introduction and Literature Review

- By the year 2044, more than half the population in the United States will belong to a minority group
- Scholars have long called for multicultural competence training in MFT programs
  - Curriculum
  - Diverse faculty and students
  - Program evaluation
- COAMFTE Standard II: Commitment to Diversity and Inclusion (v. 12)

(Carter & McGoldrick, 1999; Colby & Ortman, 2015; Constantine & Ladanv, 2000, 2001; Hardy & Laszloffy, 1992; McDowell et al., 2002; McGoldrick, 1998)
Introduction and Literature Review (cont.)

• Re-conceptualizing multicultural competence
• The practice of cultural brokering
  • Mediating cultural differences
  • Utility in various mental health professions
• Rationale for studying cultural brokers
  • Gap in MFT literature
  • Critical social theories
  • Cultural responsive therapy

(Kirmayer et al., 2014; McDowell et al., 2002; Seponski et al., 2013)
Research Questions

• What insight can be gained from family therapists who employ cultural brokers?

• Who are cultural brokers?

• How do cultural brokers improve family therapy services?
Methodology

• Grounded Theory
• Recruitment and inclusion criteria
• Interview procedure
• Theoretical sampling

“Culture is more than ethnicity.”

(Charmaz, 2014)
Data Analysis

- Writing up
- Theory building
- Focused coding and categorizing
- Initial coding

- Theoretical sampling
- Saturation
- Sorting

- Axial coding
- Categorizing
- Intimacy with the data

- Line by line coding
- Segment by segment
- In Vivo codes

- Research diary
- Free writing
- Clustering

- Memo writing

- Constant Comparative Method

(Charmaz, 2014)
## Results: Sample

### Characteristics of Study Sample (n = 9)

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>California</td>
</tr>
<tr>
<td>Caucasian</td>
<td>Canada</td>
</tr>
<tr>
<td>German</td>
<td>Georgia</td>
</tr>
</tbody>
</table>

**Work setting**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Maryland</td>
</tr>
<tr>
<td>In-home therapy</td>
<td>Minnesota</td>
</tr>
<tr>
<td>Non-profit agency</td>
<td>Kentucky</td>
</tr>
</tbody>
</table>

**Primary use of brokers**

<table>
<thead>
<tr>
<th>Use</th>
<th>Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brokering</td>
<td>Diverse faiths</td>
</tr>
<tr>
<td>Consultation</td>
<td>LGBTQ</td>
</tr>
<tr>
<td>Teaching</td>
<td>Refugees</td>
</tr>
<tr>
<td>Translation</td>
<td>Spanish-speakers</td>
</tr>
</tbody>
</table>

Clients:

- African-American: 2
- Chinese: 1
- Diverse faiths: 1
- LGBTQ: 1
- Refugees: 1
- Spanish-speakers: 4
Results

• Distinction between broker, consultant, and translator
• The 5-Cs: Critical consciousness, contextual factors, competent practice, complexities, common factors

• How therapists learned about cultural brokering
• Where to begin
• The process

(D’Aniello, Nguyen, & Piercy, 2016; Freire, 1970)
Results: Learning About Cultural Brokering

Graduate program cohort
Agency/workshop
Colleagues
Personal experience
Results: Where To Begin

Networking
Finding out what resources are in your area
Harness client resources
Ask client for recommendations
Results: The Process

1. Self-reflect/Recognizing limitation
2. Assess resources
3. Obtain client’s permission
4. Consent/confidentiality/communication
5. Continue checking in
Discussion

• How therapists learn about cultural brokering
• Diversity in training program
  • Teaching culture
• Increasing “tool kit” of options

“...to just have more courage to be able to go there with our clients. To look to our clients as consultants of their own cultural experience in a way that doesn't put any burden on them of having to educate us.”
Implications and Conclusion

• Culturally responsive therapy is ethical and responsible therapy

• Training programs have the responsibility to provide students with options for best practice

“It takes me back to my MFT roots...I may consider the family system, but it’s so important for me to think about the larger systems and the folks in there, and the interactions with different people from different groups, and how that may be beneficial.”

(Seponski et al., 2013)
Select References


