

# The Stylistic Model of Transcultural Counseling

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# Objectives

- To become familiar with Stylistic Model of Transcultural Counseling
- To acquire a systemic and hierarchical perspective on working with clients within and across cultures
- To expand one's own transcultural counseling skills pertinent to understanding in these times



# Stylistic Counseling: Overview

## The Origin and History

[tinyurl.com/StylisticModel](https://tinyurl.com/StylisticModel)



Dr. John McFadden  
University of South Carolina

# Stylistic Counseling: Overview

My interest in the model



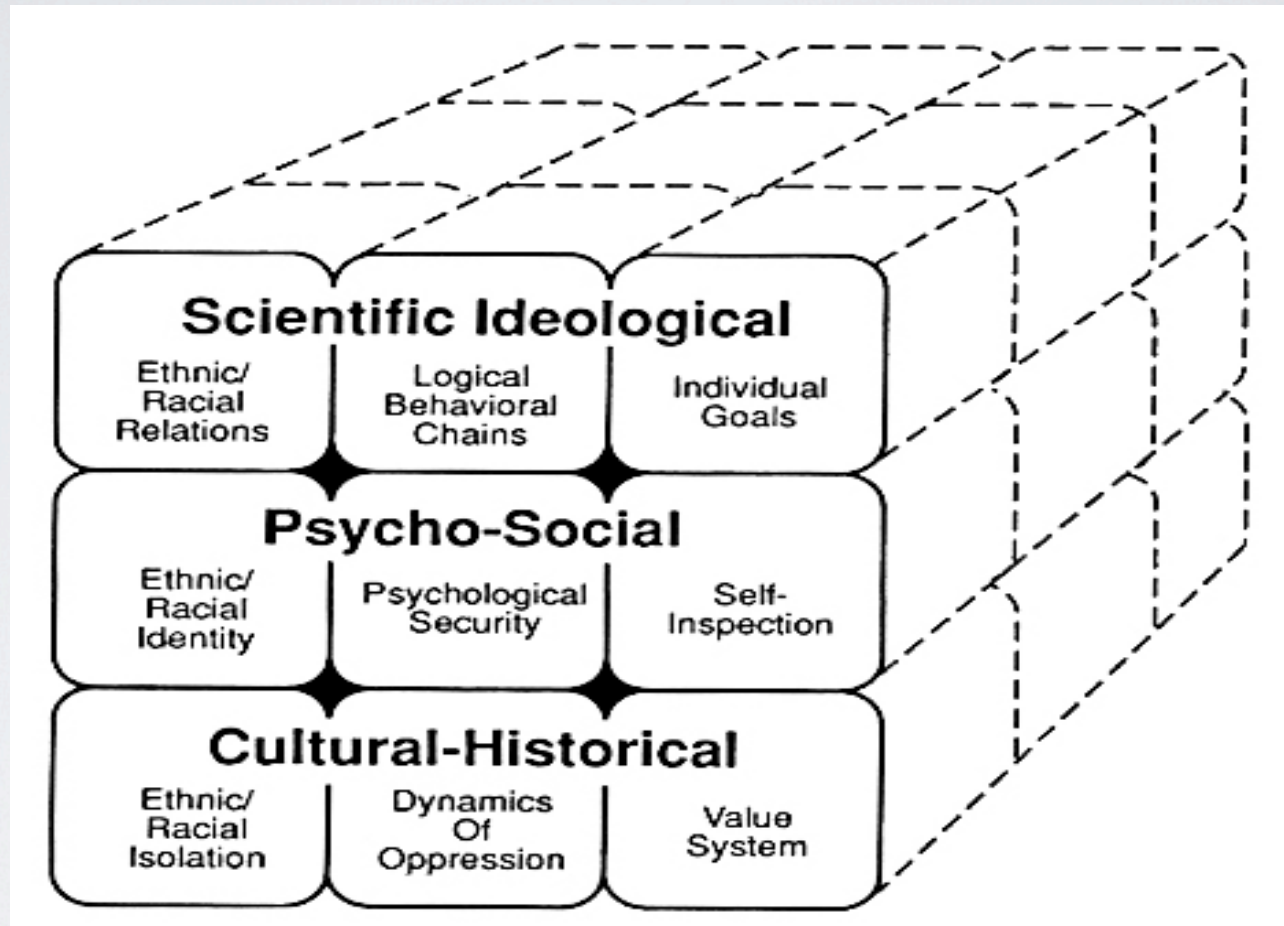
# Stylistic Model “Dimensions”

Scientific-Ideological

Psycho-Social

Cultural-Historical

# Anatomy of Stylistic Counseling

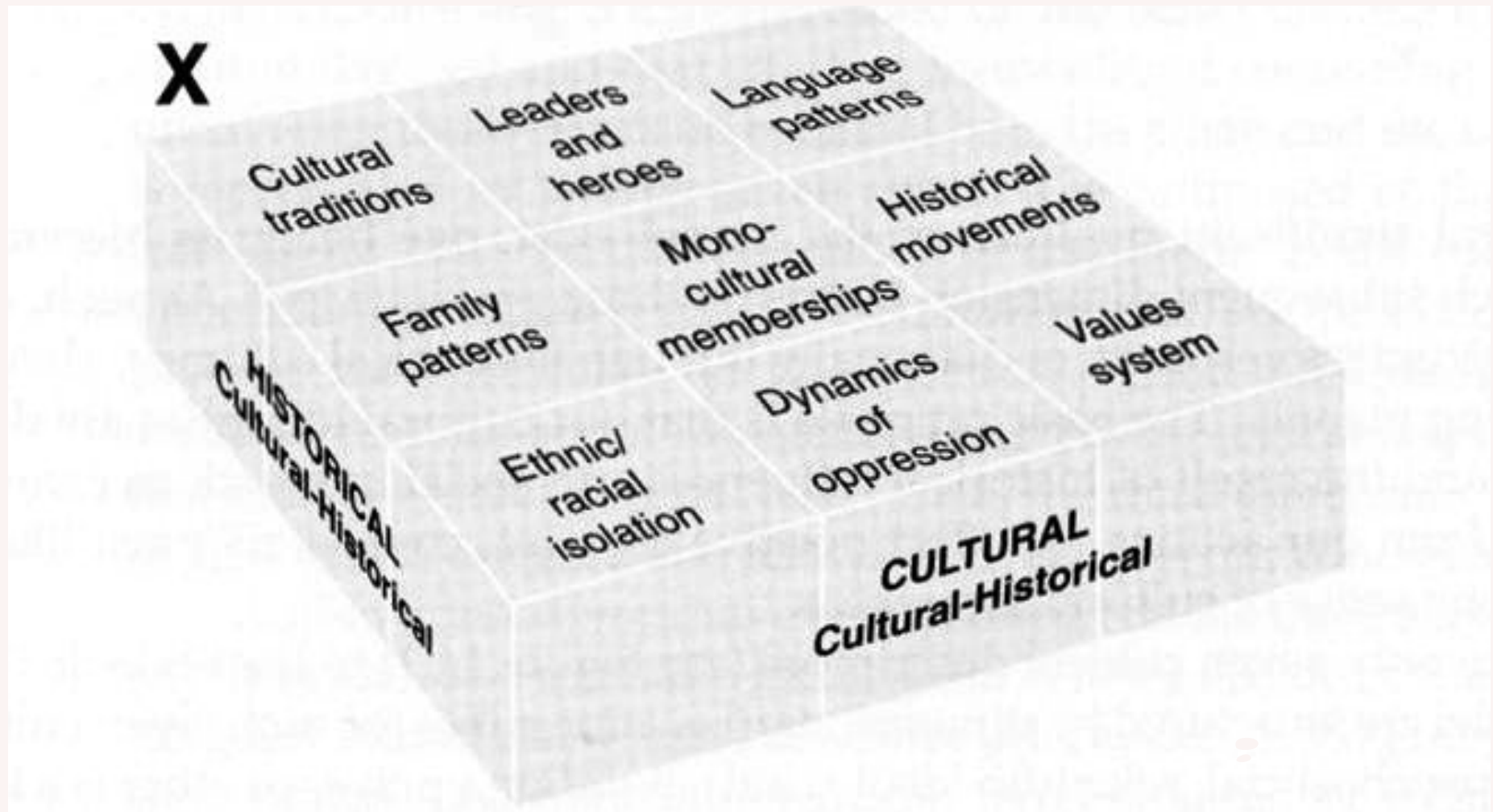




# Cultural-Historical

- Relates specifically to the culture of a people and how their history has evolved over time
- Focuses on how people themselves relate to their own heritage
- One cannot provided effective services in terms of rapport and relationship building without an accurate perspective and identifying with the culture and/or ethnicity of the client

# Cultural-Historical

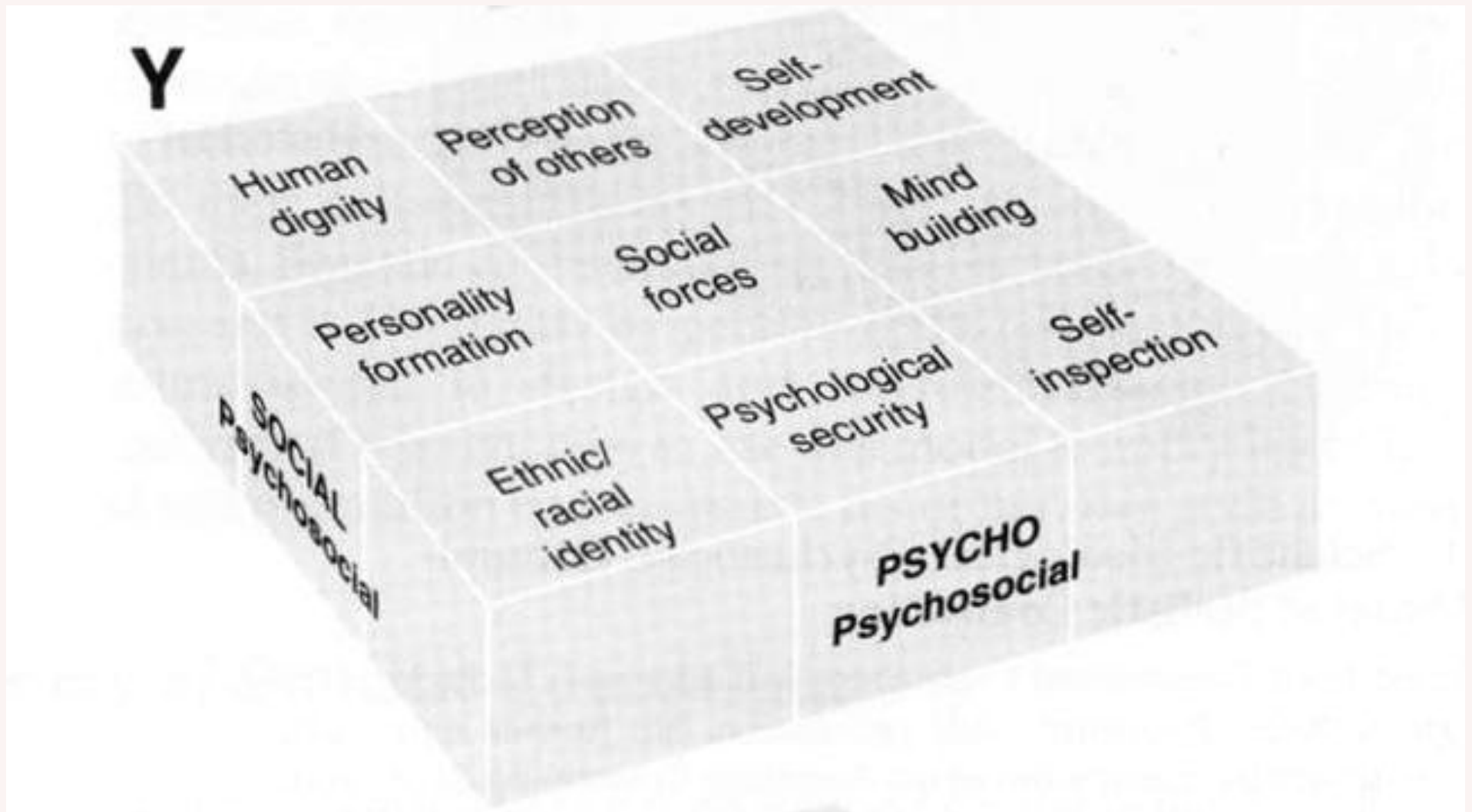




# Psycho-Social

- This level relates to the psychological framework; the formation of a person's mindset
- The social aspect of this level relates to the dynamics of interaction among people, in or out of their own culture.
- This level is where the interfacing between counselor and client impacts the psychological and social interactions.

# Psycho-Social



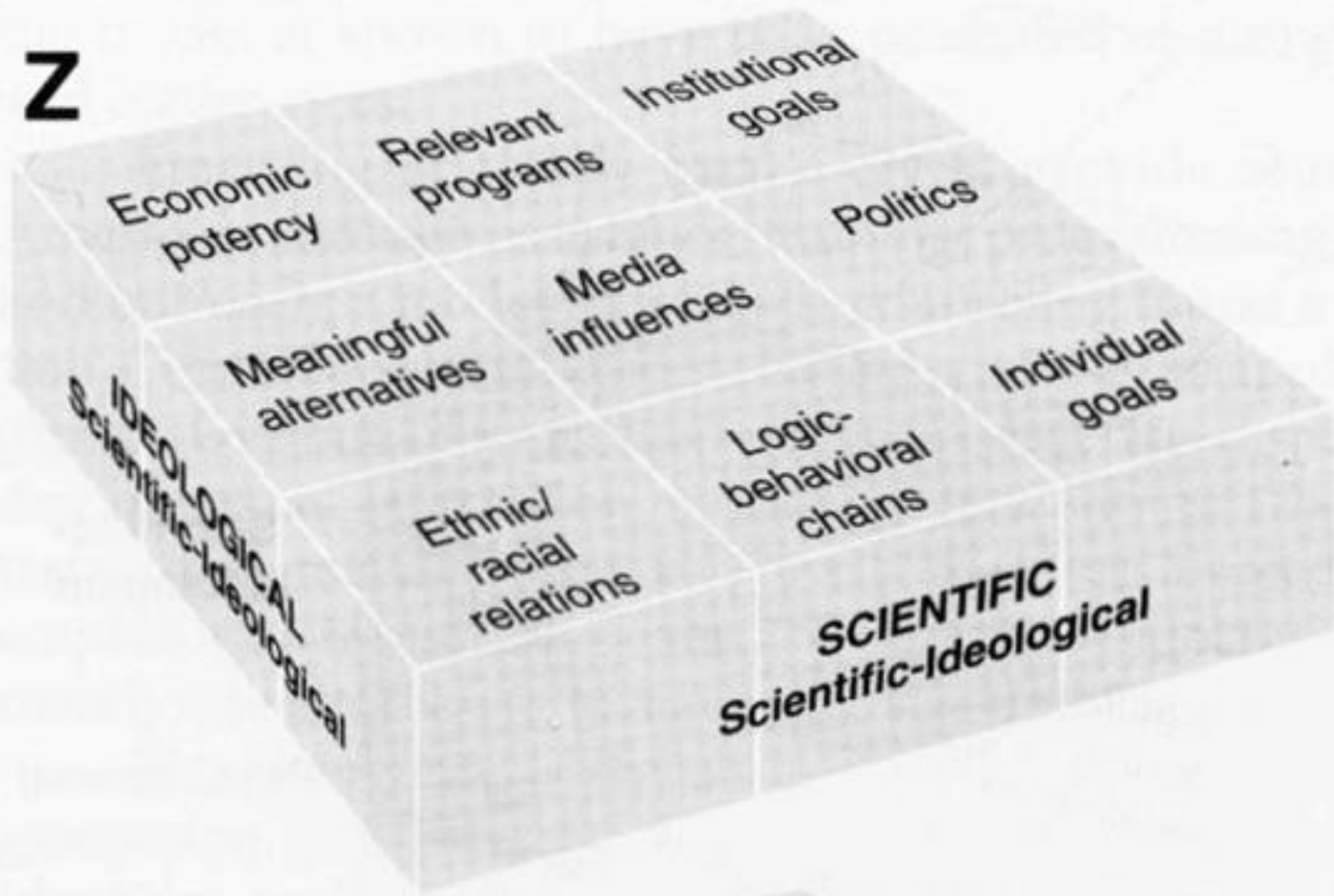


# Scientific-Ideological

- Is informed by the client's immediate experience
- Refers specifically to an action-oriented aspect of the model
- Pertains to the level where practice is directly applied to the client.

# Scientific-Ideological

**Z**





# In simpler terms

- **Cultural-Historical:**

- Your cultural history and background experiences extending beyond your own generation

- **Psycho-Social:**

- How you perceive yourself emotionally, cognitively, and behaviorally, and how others perceive you emotionally, cognitively, and behaviorally

- **Scientific-Ideological:**

- The problem the client came in with; their current reality

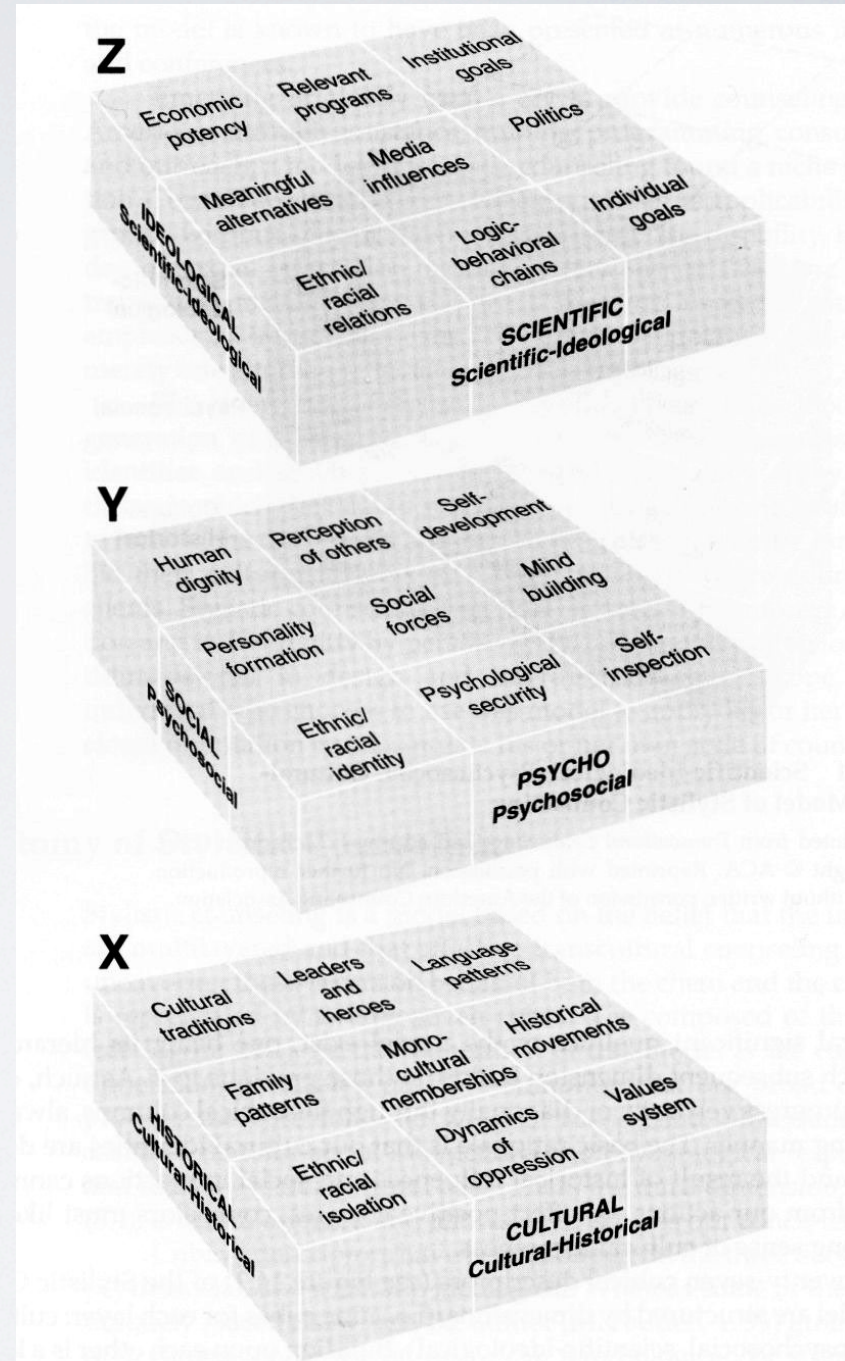
# Types of Questions

- Questions used with clients that fit with the Stylistic levels and cubical descriptors



# Stylistic Dimensions

- Scientific-Ideological
- Psychosocial
- Cultural-Historical



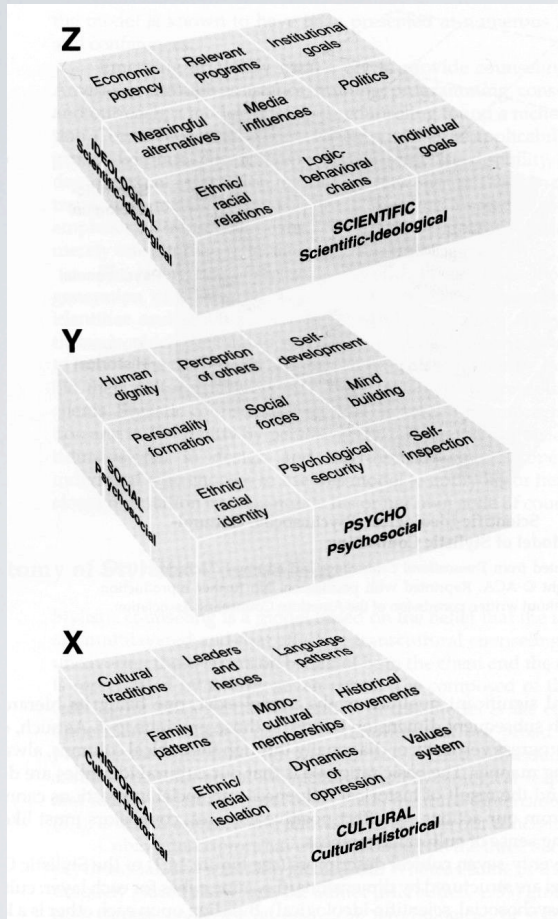
# Supervisory Relationship

The Stylistic Model informs the following relationships

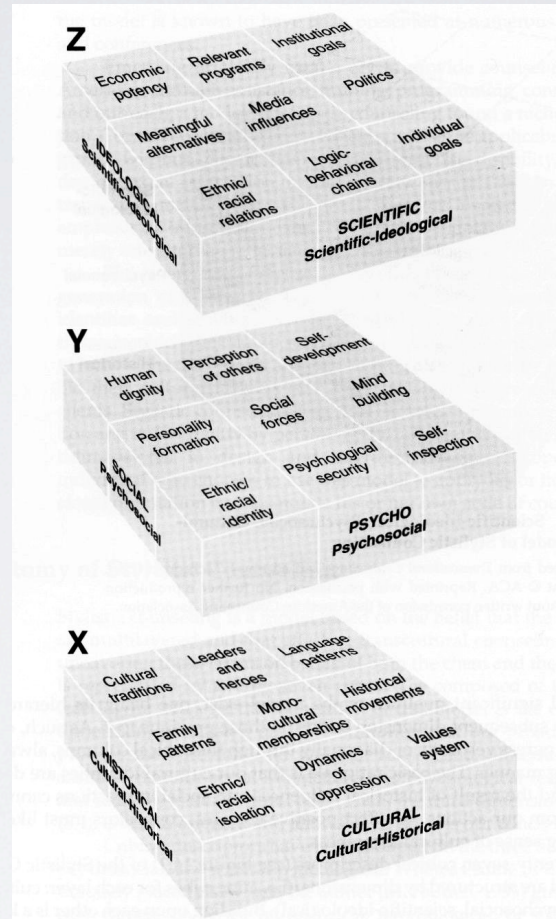
- The *client and counselor* relationship
- The *counselor and supervisor* relationship
- The *client and supervisor* relationship



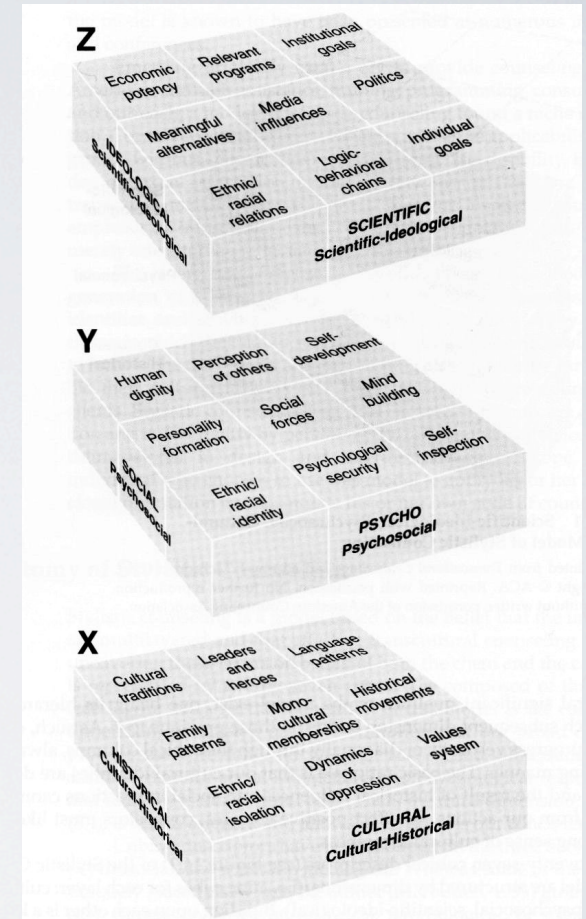
# Stylistic Supervisory Relationship



Client



Counselor



Supervisor

# Stylistic Model Review

- Complicated (27 cells), yet simple (3 “dimensions”)
- The model can work for many cultures or diversity issues
- Is a framework for understanding the client as well as the counselor
- In supervision, there are at least three different “stylistic cubes” in action

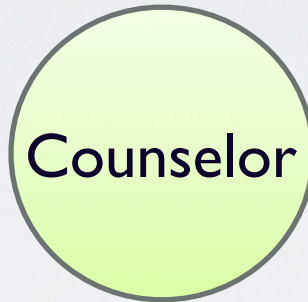


# Becoming a Transcultural Counselor

- Understanding your own Stylistic layers
- Understanding the client's (and/or supervisee's) Stylistic layers
- Using culturally/globally appropriate skills



# Stylistic Training Method



# Class Training Process

- Review and discuss the vignette (5-10 mins.)
- Enact the roles (counselor, consultant, client/s) (20 mins.)
- Use consultants (5 mins.)
- Enact the role again (15 mins.)
- Process from the 'center' out (10 mins.)



# Let us try an example

Your turn to try

Stylistic Counseling



# Case I

## **Biodata**

Ahmad is a 9-year-old biracial boy who is currently in primary school. He is the only child of a Caucasian English father and a Malay mother. The family recently moved from Kuala Lumpur to a Malay-majority town in northern Malaysia.

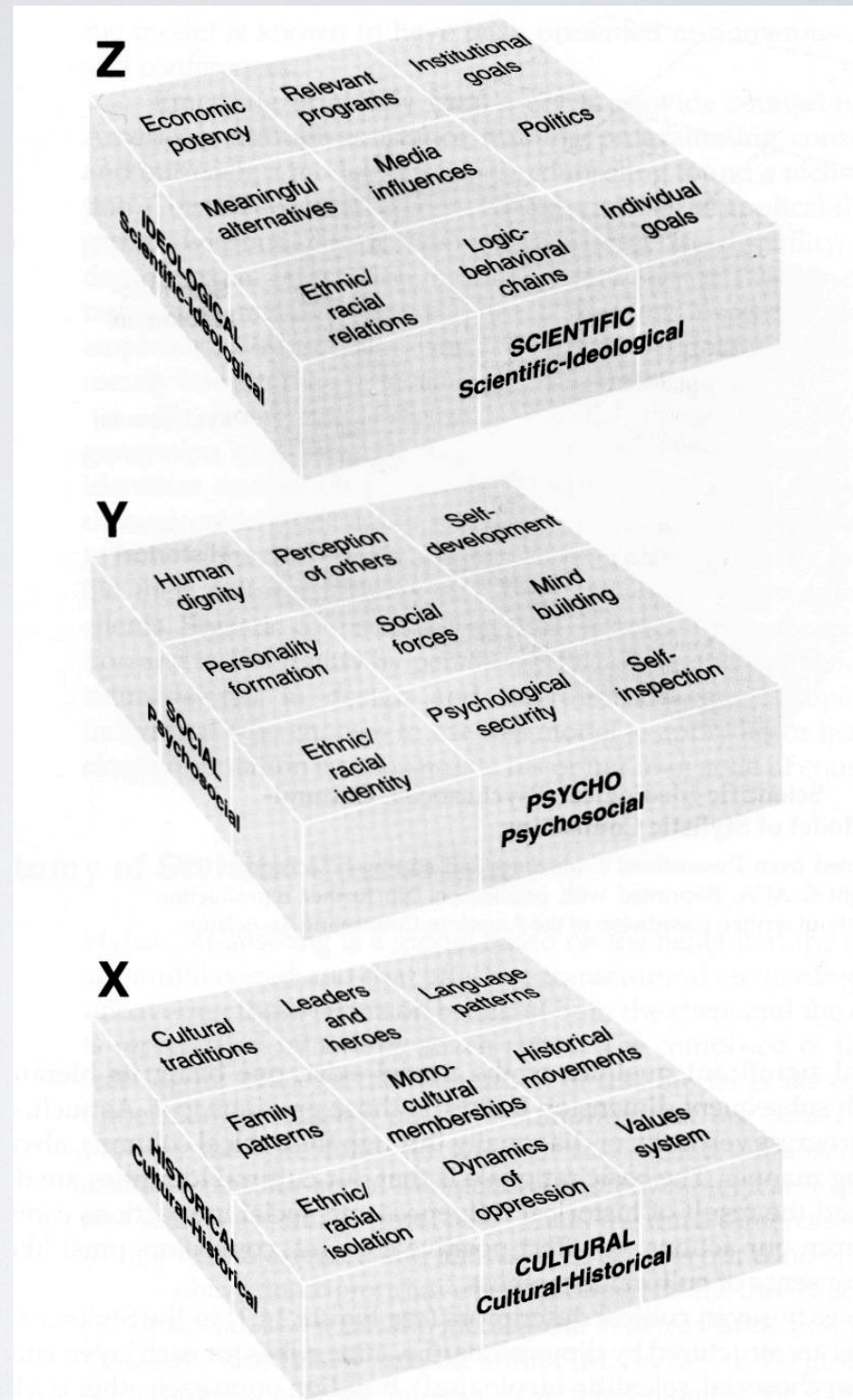
## **Background**

Ahmad is an intelligent student and loves playing football. His father is an engineer who has accepted a new position with better pay. His mother is a housewife.

## **Dilemma**

Ahmad has struggled since moving to his new school. This is because he is more fluent in English than Malay, and this has led to him having issue socially interacting with his peers. His peer also constantly mocked him in class because he is different than the other students, making fun of his accent and looks. Ahmad is more reserved in class and at home as a result. His parents are concerned about Ahmad, and visited his school counselor to discuss the issue.

# Stylistic Model of Transcultural Counseling





# Case 2

## **Biodata**

Yusoof is a second-year college student in Malaysia. He is an international student from Nigeria, and has been living in Malaysia for almost two years. He is an outgoing, extroverted person and likes to hang out with his friends.

## **Background**

Yusoof is a bright student in his college. He is one of the highest achievers in his class. Most of his friends in Malaysia are from Nigeria and other Africans currently living or studying in Kuala Lumpur.

## **Dilemma**

Yusoof visited his college counselor because of what he perceived to be discrimination exhibited by his Malaysian peers in college and society. His college peers would constantly look down on him, and call him bad words because of his ethnicity. Earlier this year, he and his friends wanted to rent an apartment near his college, but were not allowed to do so because of their ethnicity. The owner of the apartment thought they could be potential “troublemakers”, and Yusoof and his friends had to settle for an apartment that is further away from their college. Because of these incidences, Yusoof prefers to stay in his apartment.



# Stylistic Model of Transcultural Counseling

