

inevitably freeze-frames its fluidity. This reification of culture, the attempt at rendering the abstract more tangible, inevitably leads to the creation of what Edgar Friedenberg (1975) refers to as the conscript clientele. It renders certain groups within a larger population more visible than they otherwise would be and, by extension, makes them easier to administer, manage, and refer.

In summary, the main limitation of the book is that it does not challenge some of the tacit, underlying assumptions prevalent in the field of multicultural counselling—namely that culture, broadly defined, can be used to account for worldview. In this regard, it falls short of one of its intended goals to provide readers with a thorough “reconceptualization of the multicultural competencies emergent in this larger body of literature” (p. v).

Nevertheless, *Culture-Infused Counselling* is a comprehensive Canadian resource that examines various aspects of cross-cultural counselling. It explores both the theoretical and the practical aspects of the enterprise, provides the reader with a detailed overview of ethical considerations and research procedures, and presents rich ethnographic exposés of various non-dominant populations in Canada. As such, it is a document that may prove useful to counsellors and educators as an introduction to culture-infused practice. It also remains the only textbook that infuses a Canadian perspective into a mass of mostly American resources.

### References

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Recently, an interest in social justice and advocacy has (re)emerged, offering an invitation to counsellors to broaden their conceptualization and practices of counselling. The embrace of social justice ideals is not a big step for many counsellors. Operationalizing these principles, however, causes many to pause with uncertainty. This *Handbook*, edited by Toporek, Gerstein, Fouad, Roysircar, and Israel, attempts to reconcile this difficulty. Through the contributions of 67 authors, a bridge is created for students, educators, and practicing counsellors between theoretical/conceptual frameworks and active engagement in the field of social justice. Consisting of eight parts and a total of 35 chapters, this *Handbook* covers several salient domains (e.g., counsellor education, career counselling, health care) with focused depth and breadth.

The *Handbook* commences with two chapters written by the editors placing social justice in the context of counselling psychology and in relation to ethical and professional issues. Although several definitions of social justice are provided in various chapters, the editors provide a good description:

Social justice ... connotes that the distribution of advantages be fair and equitable to all individuals, regardless of race, gender, ability status, sexual orientation, physical makeup, or religious creed. Social justice within the context of counselling psychology focuses on helping to ensure that opportunities and resources are distributed fairly ... This includes actively working to change social institutions, political and economic systems, and governmental structures that perpetuate unfair practices, structures, and policies in terms of accessibility, resource distribution, and human rights. (p. 1)

This description sets the tone very nicely in regards to the subsequent sections and chapters that articulate and exemplify this description.

Part I is devoted to the infusion of social justice into counsellor training programs. Following an introduction, a chapter is devoted to outlining the transformation of one graduate counsellor training program as faculty and staff integrate, in a significant way, social justice into their mission, curriculum, and internship placements as well as into their recruitment of students and faculty members. The third chapter addresses a service learning course developed for undergraduate students. Service learning is identified by the authors as “teaching students by involving them in their communities” (p. 60). This was a rewarding chapter to read as it not only described the course and how it engaged students in social change, but also provided an evaluation of the course complete with comments by students of their experiences.

Social justice in school-based practice is the focus of Part II with five chapters primarily focused on prevention and outreach with young people in schools. In particular, several chapters offer descriptions of specific social justice programs from implementation through to evaluation.

Part III of the *Handbook* comprises seven chapters under the subtitle, “Marginalized Communities.” These chapters cover such areas as (a) victims of partner violence; (b) women with disabilities; (c) homeless mothers; (d) lesbian, gay, and bisexual individuals; and (e) feminist multicultural counselling. This section also includes an intriguing chapter on “Environmental Racism,” in which environmental degradation and contamination are examined for their frequent impact on minority populations. Much of this chapter is devoted to environmental justice and activism with the authors proposing a multilayered framework of action for counsellors.

Social justice in the context of career and vocational issues is the focus of Part IV. Here, several authors raise the historical significance of Frank Parsons’ contributions to social justice in the vocational field. This part commences with an introductory chapter by one of the editors and is followed by three related chapters. These chapters address (a) social advocacy by career counsellors and the restructuring of educational and workplace settings, (b) infusing individual and institutional social justice practices in career counselling and vocational consultation, and (c) welfare and welfare reform in the United States and the development of a work preparation program entitled HOPE (Honoring Occupational and Personal Empowerment). Part V follows with

four chapters exploring social justice within health care, particularly in relation to health and social class, access, intervention, and promotion. Here, several programs are explicated by the authors to exemplify their incorporation of social justice components into their practices in the context of health care.

Part VI is entitled “Counselling Psychologists in the International Arena,” and six chapters in this section give readers the opportunity to “visit” counsellors involved in innovative projects in different national contexts. Not only are specific programs described, but so, too, are the underpinnings of approaching such work in international communities. Drawing on the philosophy and ideas of peace psychology, multiculturalism, feminism, liberation theology, and postcolonialism, the authors encourage readers to be aware of their practices and their historical positioning in the global context.

Part VII's focus is on political and legislative advocacy. Here, authors of the two primary chapters offer engaging personal narratives of their involvement in these areas while also offering thoughtful and practical recommendations for involvement in these contexts. The *Handbook* concludes with Part VIII, a single chapter by the editors outlining pertinent themes and pondering the future of counselling psychology and social justice. As they summarize, counsellors “must now be trained as scientist-professionals to think and act systematically based on a multidisciplinary, multicultural model of conceptualization and action” (p. 550). They raise a call to action in regards to the need for and value of counsellors confidently embracing the role of agents of social change.

This *Handbook* represents a significant contribution to the field of counselling. The editors and the contributing authors offer readers an extensive resource of conceptual frameworks and practices for incorporating social justice into counselling. I appreciated this book for its practical relevance and how the theme of addressing context is nicely woven throughout each of the chapters. Overall, this *Handbook* is well-written and organized and will be a refreshing and challenging text for students, counsellors, and counsellor educators.