

inants of, or conditions gen-

es identifying the client's core
ment of a focus on underlying
rms. This is the case formula-
ng problems, or symptomatic
ing emotional-schematic pro-
ces are articulated as concerns
time-based sense of unworthi-

that it is process diagnostic
diagnostic. Thus it is clients'
problematic emotional states,
tended to as ways of helping
units. Although the person in
ssed or as having an anxiety
formation to help form a focus.
blishment in therapy of the
ems and the collaborative de-
s core pain. In our process-
ion is ongoing, as sensitive to
an understanding of the per-
arian relationship one wishes
active agents who constantly
rates and accompanying nar-
than any conceptualization of
es that may be assessed early
approach there is a continual
and current cognitive/affective
s one of following the client's
current emotional concerns
s enduring personality, char-

efore attends to a variety of
processing as they emerge.
at alert therapists to various
attention as possible deter-
that guide intervention more
on. It is the client's presently
is and whether problem de-
ble to intervention. The early
f determinants or generating
ad framework to initially fo-
o change and development,

and process diagnosis of in-session problem states always acts as a major
means of focusing each session.

INCLUSION/EXCLUSION CRITERIA AND MULTICULTURAL CONSIDERATIONS

Given that we do not assume a generic or unitary view of "normal" human functioning and dysfunction this approach is seen as appropriate for clients from ethnically and culturally diverse backgrounds. As emphasized, this therapy adopts an empathic and egalitarian relationship and is thus sensitive to inherent power imbalances that may exist between therapists of the monoculture and their culturally different clients. Cultural empathy as well as individual empathy is needed. Therapists therefore resist applying preconceived diagnostic labels that may not reflect the cultural meaning frame-works of clients from racially and ethnically different backgrounds or may in fact pathologize culturally different value systems. When working with clients with social, economic, racial, sexual, or ethnic backgrounds different to their own, therapists are encouraged to be careful not to automatically impose assumptions that may reflect their own culture-bound value systems. Therapists educate themselves about the client's cultural background if it is unfamiliar to them, being careful to assess degree of acculturation into the mainstream culture. Potential issues of difference are directly addressed through the therapeutic relationship early in the therapy if clients express discomfort in any form or fear of potential power differentials.

We also recognize that there may be ways in which this therapy has not extended its theoretical understanding and therapeutic practice to accommodate cultural differences and we acknowledge that some underserved populations may not feel comfortable with the therapeutic format. They may prefer a less traditional setting, for example, other than the therapist's office such as the church or the school. On the other hand, EFT therapy can be adapted to clients of different cultural backgrounds with different rules and norms surrounding emotional experiencing and expression.

It is important in this approach to understand how emotion functions in other cultures. For example, some cultures are less likely to show emotions readily (Lam & Sue, 2001), and the therapist must be sensitive to this, openly discuss a rationale for emotional expression with clients, provide high degrees of safety, allow for a slower pace, and understand cultural assumptions related to emotion. For example, showing disrespect for parents is taboo in many cultures that follow traditions of ancestor worship, and thus expressing anger toward a parent in an empty-chair dialogue may violate these beliefs. A strong alliance will be needed and more of a rationale provided and permission given for emotional expression before clients from these cultures will express any negative emotion toward parents. On the