



COUNSELORS FOR SOCIAL JUSTICE

CSJ works to promote social justice by confronting oppressive systems of power and privilege that affect professional counselors and their clients.

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Letter from CSJ Secretary Lauren Shure:

Reporting Back From Atlanta

Greetings, CSJ members!

Another annual American Counseling Association (ACA) conference is in the books, and I was asked to provide a summary of the experience. Of course, the ACA conference has so very much to offer, and I don't believe there is a way to summarize the experience of all attendees. So, I write this as a summary of the major themes and events I observed and hope this article will prompt other CSJ members to share their experiences as well.

Thursday, April 26th

I arrived on Thursday and attended a CSJ board meeting in the afternoon. At this meeting we discussed recent changes in ACA policies, as well as the focus of our upcoming year as a division of ACA: to promote social justice within our great profession of counseling and society as a whole. One of the great things our governing council representative, Judy Daniels, shared with us was the overturning of policy 301.7 that stipulated that ACA would not take political or social justice positions. For the first time in a long time, ACA is now able to take stances on social justice issues as long as they are "aligned with the strategic agenda, mission, and values of ACA." Well, it gets even better! Judy also reported that the governing council recently passed several motions, including a statement on gun violence—as well as an initiative to take action on some of the recommendations in the gun violence statement—and a resolution related to the #MeToo movement and women's and girls' rights. We left inspired and invigorated, feeling that ACA was now better positioned to support our division in promoting social justice.

Friday, April 27th

The next day we all awakened to the

Friday morning keynote speaker. Dolores Huerta, lifelong labor leader, community organizer, and president and founder of the Dolores Huerta Foundation, spoke of the importance of social justice and her ideas on how to create more equity and justice in the world. Huerta's priorities include dismantling the school-to-prison pipeline; modifying U.S. public school curriculum and policies to be more inclusive, equitable, and culturally competent; and actively engaging in economic, political, and social organizing with marginalized communities. CSJ then held its award event where we had the honor of recognizing and celebrating our 2018 award and grant winners who are actively engaging in effective social justice work. Lei were given to our awardees, a traditional Hawaiian symbol of affection and welcoming. Then, we were off to the town hall...

The CSJ town hall meeting is one of my favorite events because it provides an opportunity for members to directly connect and share ideas and experiences. Our new CSJ President, Anna Flores Locke, shared her agenda for her presidential year. CSJ will be updating the advocacy competencies this year, and Locke plans to develop trainings to assist counselors in enacting the competencies in practice. Additionally, she plans to increase interdivisional collaboration, as demonstrated in Saturday's ACA conference session *The Elephant in the Room*, which brought together leaders from ASERVIC, AMCD, ALGBTIC and CSJ, to discuss the intersection of affectional orientation, ethnicity, and religion in counseling. She also plans to align her initiatives with ACA President Simone Lambert's

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focus on prevention and wellness for those affected by addiction. At the CSJ town hall, Dr. LoriAnn Stretch shared a taste of her collaboration with Dr. Shon Smith on the development of *Courageous Actions: Moving Beyond Conversations - Engaging Practitioners in Multiculturalism and Social Justice Advocacy*. Dr. Stretch's presentation at the town hall provided a segue into an inspired conversation about the struggles, hard work, and accomplishments of all of you. I was then off to the expo hall to hold down the CSJ booth.



Saturday, April 28th

Saturday morning brought us another inspiring speaker focused on social justice and cultural competence. Dr. Johnnetta Betsch Cole, President Emerita of Spelman College and Bennett College, spoke so beautifully about the

importance of self-knowledge and the lifelong journey that is self-awareness and development of cultural competence. By Saturday morning I had no doubt that ACA is making strides to respond to the current zeitgeist, which includes, per the preamble of our *ACA Code of Ethics*, "promoting social justice." For, in the wise words of Dr. Martin Luther King, Jr., "Injustice anywhere is a threat to justice everywhere."

The ACA conference is many things to many counselors: chances to learn, connect, network, and catch up with friends and colleagues, and make *new* friends and colleagues. While I did hear feedback about how the scheduling of events could have improved, overall, I feel that people were excited and invigorated to see on the schedule so many sessions that spoke to the issues and needs of today's counselors and clients. I did not make it to the many receptions on Saturday night. It's no secret that AMCD always has the best party, and this year was no exception from what I understand. Unfortunately, tired from the past few days of events, I fell fast asleep and missed out.

What did *you* think? Please comment on ACA Connect and let us know about your conference experience!

In service to you,

Lauren Shure

CSJ Secretary & President-Elect

On Healing Community: Thoughts Inspired by Janet Windwalker Jones

By **A. Michael Hutchins**

I was invited to share ideas about social justice and counseling within hours of learning of the passing of Janet Windwalker Jones. Janet and I had known each other for almost 30 years and we often shared visions of what social justice advocacy and counseling could look like. Our discussions were not always easy, but they were always based on love, passion, and respect for who we are and the work that we do. At times, we had to acknowledge that we experienced the world in very different ways, but we agreed that the differences could be a source of strength if we allowed ourselves the gift of creating new paths. In many ways, this relationship reflects the core of what social justice living looks like: weaving a colorful tapestry from culturally diverse—and sometimes clashing—threads.



Janet was deeply committed to the power of storytelling. The narrative of her life is one of charity, respect, and commitment to encouraging all of us to speak our truths; to hear the stories of others (particularly of those whose voices are often not heard); and to develop action plans to enhance inclusion and respect. Counselors for Social Justice (CSJ) has many stories that need to be told if we are to act as a healing force. Our testimony can be a way to honor Janet and explore the ways we can reweave the torn threads of our community and society.

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On the surface, we appear to live in a very dissonant world right now. As counselors, one of our core challenges is to weave threads of hope into the fabric of that torn world. As we engage this world, it may serve us well to clearly articulate what it is we believe and what attracts us to social



justice advocacy. One of my core beliefs is that we are all here to learn about love. If that is the case, on a personal level, everything that happens in my life is *on purpose* or *related to love*. My challenge, as I experience the rhetoric of hostility and hate which have become commonplace, is to reframe the dialogue and behave in more charitable and compassionate ways. I also believe that CSJ came into existence for the purpose of reframing our work and our world, taking on the challenge of creating a more charitable world, and writing a narrative of a community built from diversity. As you read this, I invite you to take a moment to articulate one (or more) of your beliefs that inform and frame your commitment to social justice advocacy and community-building.

How do we go about translating our beliefs into a creative action plan? One of CSJ's early gifts, the advocacy competencies (Lewis, Arnold, House & Toporek, 2002), which were endorsed by the ACA Governing Council in March 2003, provide a model for reframing the work that we do. As a social justice counselor, I see my "client" not as the person(s) who come(s) into my office, but rather as the family/system/community in which we all live. Historically, we may have focused on the individual dynamics of the "identified client" without fully exploring the social/cultural dynamics that impact all of our lives. If we make use of the advocacy competencies, we have the framework for more inclusive interventions and more fulfilling life stories. Even as I write this, I recognize how culture-bound my framework is. One of our challenges may be to acknowledge and respectfully integrate the healing processes of diverse communities. Below, I share possible interventions from the framework with which I am familiar.

When seeing a person in an individual session, we might explore how the underlying dynamics of what is occurring in the family and larger community are impacting this person. Higher levels of anxiety are commonplace. In many

cases, we might assist our clients to develop the skills to take action in the community in ways that alleviate anxiety, decrease isolation (and loneliness), and build a stronger sense of community. Possible actions could be sharing stories with other supportive people in the community, writing to legislators and other public officials, engaging in online discussions, or becoming more "politically" involved.

A powerful intervention to use in group counseling is to have group members commit to engaging in community action for at least one hour each week. In groups where I have contracted with members to do this activity, group members have chosen to volunteer in local homeless shelters, soup kitchens, or other volunteer programs. As a result of their volunteer commitments, group members report changes in mood, thought patterns, and connectedness to community. I have also invited public officials to have discussions with groups of constituents about issues that impact group members and their families. In return, the public officials gain a greater sense of the needs of the people in their communities.

Counselors also learn skills that are deeply needed at the organizational level. We might choose to become active in advisory groups, community boards, university chapters, or professional associations. School counselors, for example, have been speaking up in support of students and teachers



across the country—as I write this article, the president of the Arizona School Counseling Association is speaking at a rally before the Arizona legislature. Also, at least one of Arizona's state legislators was a licensed professional counselor. I served on the City of Tucson's LGBT advisory board for several terms. Where might *you* serve in your community?

As educated counseling professionals, we are privileged. With privilege comes responsibility. We are members of a larger community and may experience the same kinds of anger, fear, hurt, loneliness, and shame being experienced by so many others. These experiences are powerful forces. If

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we allow these forces to determine our course of action, we will contribute to the ongoing divisiveness in our world. Part of our challenge is to frame our stories in love-based and compassionate healing. We cannot be silent and passive.

CSJ will celebrate its 20th anniversary in 2019. In the mid-1990's, a group of visionary, emerging leaders from all parts of the American Counseling Association came together in Alexandria, Virginia, to create a community which ultimately became CSJ. Many of those visionaries are no longer with us. We can prepare to celebrate our 20th anniversary by honoring those like Janet Windwalker Jones, whose vision brought us into existence, by reflecting on our history, and creating new discussions and visions within our organization.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. L. (2002). *Advocacy competencies*. Retrieved from https://www.counseling.org/Resources/Competencies/Advocacy_Compencies.pdf

A. Michael Hutchins has been involved in the counseling profession as a practitioner, educator and advocate for over 50 years, including serving as the first president of CSJ. He began his career as a volunteer with the Jesuit Lay Volunteer Corps in Baghdad, Iraq, and went on to receive his Ph.D. in Guidance and Counseling at the University of Idaho in 1974. He has recently retired from being a Licensed Professional Counselor in private practice in Tucson, Arizona, but continues to act as the Retiree Representative for CSJ. His areas of interest have included experiential group work; cross-cultural group work; lesbian, gay, bisexual and transgender identity development; male identity development; individual and cultural trauma and abuse; and social justice advocacy and counseling.

Radical Self-Love: An Ethical Responsibility

By Haley Jones

I exist within a battleground; embodying political, economic and social issues while confronting biases, stereotypes, and institutional rules. In western culture, bodies falling outside the white, cisgender, heterosexual, thin, able-bodied societal norm face marginalization, powerlessness, cultural imperialism, and violence. As a queer, white, thin, able-bodied individual, I benefit from white, thin, and able-bodied privilege. Intersecting with the multitude of ways our bodies exist, the power dynamics created through ideologies of oppression affect every level of human interaction, from the classroom to the counseling office. Bacon (2008), author of *Health At Every Size*, asserts that there is no social justice when some bodies are reviled, ignored, or excluded. Weight bias is not just worthy of inclusion in social justice movements, but integral. As counselors, we hold the ability to address and dismantle cultural issues of weight-stigma, fatphobia, and body-shame not only within ourselves, but with our clients.

The Multicultural and Social Justice Counseling Competencies (MSJCC) recommend that counselors understand the effects of power, privilege, and oppression within the counseling relationship (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). Although the MSJCC fails to mention body or size, all issues of identity exist within the body. Our identities, relationships with our bodies, and biases towards those falling outside of the white, thin, able-bodied default impact our clients. The way in which we value and honor our bodies impacts how we



value and honor the bodies of others. Taylor (2018), black queer activist and author of *The Body is Not an Apology*, defines radical self-love as “the foundation of human love.... Our relationships with our bodies inform our relationships with others” (p. 9).

Imperative to client care, we must model self-acceptance and radical self-love for our own bodies. How do you help someone turn off their preoccupation with weight loss if you're engaging in disordered behaviors to reduce your body size? How do you work with a client who hates their body for being fat when you are twice their size? How do you get a client to eat intuitively when you yourself are on a diet? There is no social justice when we value white, thin, cisgender, able-bodied individuals and view fat bodies as a condition to be avoided at all costs. Taylor (2018) says, “only

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through our own transformed relationship with our bodies can we begin to fight for the liberation of all bodies” (p. 9). Regardless of size, weight is a normative discontent that permeates even the most socially aware spaces. Discourses of healthism create an environment where following a white, middle-class set of practices in an attempt to achieve a thin and presumably “healthy” body is a civic duty. Reba-Harrelson and Bulik (2011) found that 75% of women across racial and ethnic lines reported disordered eating or symptoms consistent with eating disorders; three out of four had an unhealthy relationship with food or their bodies. Contrary to public opinion, research provides strong support that long-term weight loss is virtually impossible for the majority of individuals and does not improve morbidity or mortality. Intentional weight loss can produce harmful consequences including a preoccupation with food and body, weight cycling, distraction from efforts to engage in self-care, lower self-esteem, and eating disorders.



Engaging in diet talk, prescribing disordered behaviors for weight loss, failing to provide seating for people in larger bodies, congratulating weight loss, and centering thin bodies as the face of eating disorders is fat oppression. Western culture’s “war on obesity” reinforces prejudice, bigotry, and self-hatred. Except at statistical extremes, amount of body fat only weakly predicts longevity. For instance, epidemiological research found that people who are “overweight” or moderately “obese” live at least as long as “normal” weight people, and often longer (Bacon & Aphramor, 2011). Unfortunately, individuals in “obese” bodies are labeled by mental health professionals as more resistant to treatment, less intelligent, and having greater psychopathology than those in thin bodies. “Overweight” patients also report being treated disrespectfully by health professionals because of their weight and routinely avoid seeking preventive care. Both unethical and lacking a trauma-informed lens, healthcare professionals’ focus on thinness is not only ineffective at producing thinner, healthier bodies, but actively traumatizing clients. Not just a matter of identity politics, fat oppression is a matter of life and death.

Gifted with the ethical responsibility and training to advocate for cultural and social justice, counselors hold the power to challenge the eurocentric and

cisheteropatriarchal narrative of fat oppression. Engaging in critical conversations of identity, including body size, address not only client counseling concerns, but challenge insidious and oppressive ideologies. One of the most valuable tools of oppression, body shame affects us all. Bacon and Aphramor (2011) insist that “our work with clients should seek to change major determinants of health residing in inequitable social, economic and environmental factors, including all forms of stigma and oppression” (p. 9). We hold the ability to help clients name and unpack the oppressive voices of body-shame and weight-stigma. As counselors, activists, and individuals, we must shift from a eurocentric, weight-focused, narrative to a compassion-centered approach that promotes self-esteem, self-care, and a respect for body size diversity.

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- Haley Jones** (She/they) is a queer, white, currently thin and able-bodied counseling student at Portland State University. Haley is passionate about supporting folx of all identities dealing with disordered eating, eating disorders, and body image issues. Her areas of interest include the intersection between social justice and body politics, integrating the Health at Every Size™ paradigm into counseling programs across the country, and working to center the voices of individuals holding marginalized identities.



Thanks to Representation Matters for donating the images in the above article. Representation Matters is a “high-resolution, royalty-free stock image collection focusing on inclusion and diversity.”

CSJ 2017 Grant Award Project: Equity of Student Development Through Campus-Based Affinity Groups

By Laura Pignato & Dr. Natoya Haskins



African American female graduate students have consistently described a lack of diverse representation in higher education for choosing a mentor because of the low percentage of female faculty of color in academia (Zeligman, Prescod, & Greene, 2015). To address this lack of needed social support for African American female graduate students at predominantly white institutions (PWIs), affinity groups may be a foundational point for institutional change. Previously, Dr. Natoya Haskins created an affinity group for African American female graduate students at a PWI that group participants described as a source of support and provided access to professional resources. Since receiving the Counselors for Social Justice (CSJ) grant in 2017 to continue cultivating the use of affinity groups in the Virginia area, we have presented with Dr. Leonissa Johnson the previous affinity group findings at this year's American Counseling Association conference in our CSJ featured presentation, *Examining African American Women Graduate Students' Affinity Group Experiences*. We also realized the need to expand the affinity group beyond Virginia and the limitations graduate students encounter with traveling across the state.

For the above reasons and needs, we have decided to utilize technology and create an online format for an affinity group that addresses the above limitations. Students and attendees of the ACA presentation have shared their desire to be a part of a group that specifically addresses the intersectionality of being an African American woman in the field of counseling. We hope to use this platform to encourage any African American female graduate students in counseling that would like to participate in an online affinity group to contact us. Additionally, we are using the CSJ grant funds for technology support to host the online forum as well as to acquire a space for affinity

group participants to meet at the Southern Association of Counselor Education and Supervision conference held in October 2018.

Zeligman, M., Prescod, D., & Greene, J. (2015). Journey toward becoming a counselor education doctoral student: Perspectives of women of color. *The Journal of Negro Education*, 84(1), 66-79.

Dr. Natoya Hill Haskins is an Assistant Professor at the College of William & Mary in Counselor Education with expertise in school counseling and family issues, as well as effective cross-cultural training experiences for students of color. As a counselor educator scholar, she has a diverse portfolio of research interests related to the operationalization of Critical Race Theory (CRT) in the practice of counselor education and school counseling.

Laura Pignato is a second-year doctoral student at the College of William & Mary in the Counselor Education and Supervision program with a concentration in social justice and advocacy for marginalized families. Her previous experience includes individual, couples, and family counseling at a community clinic in New Orleans, and providing family counseling services at New Horizons Family Counseling Center for the seven surrounding school districts in Virginia.

CSJ 2017 Grant Award Project: Empowering Students in Restorative Practices and Youth Participatory Action Research

By Nicholas Grudev

Our qualitative study seeks to examine various factors regarding the implementation of restorative practices throughout schools in Vermont. We interviewed approximately ten school counselors and are currently coding the data. Simultaneously, we are helping implement restorative practices at a local high school after offering a class for students to learn about restorative practices and how to put them in place. This is known as our Youth Participatory Action Research project. We are currently working directly with a few students to address major systemic problems mirrored in their school. Once restorative practices have been implemented, the high school will be used as a data pool from which we will measure changes that the restorative practices have helped facilitate (e.g., discipline rates of non-White & LGBTQ+ students, school climate, changes in the achievement gap, etc.). It is currently still in the works!



A Seat at the Table: A Black Man’s Quest to Recruit Students of Color into Helping Professions

By Calvin Craig

In 2017, I began my graduate school journey. Since being enrolled at Appalachian State University (ASU), I have been more academically challenged than ever before. This has been coupled with personal tragedies such as totaling my car, the passing of my Grandmother, and ending a volatile relationship. In the midst of balancing my personal and academic life, my program and cohort have been my rock. Being surrounded by people who are just as passionate

about the field of school counseling as I am has helped me keep my focus. But as much as I love my program and the people around me, I often find myself having to address the elephant in the room: I am the only black person in my program. Up until now, this has been a reality that was very foreign to me.

As a black man, as crazy as this might sound, this is my first experience being a minority in about eight years. I attended a majority black high school in North Carolina as well as the oldest public historically black university in the state, Fayetteville State University (FSU). For almost a decade, I did not have to “code switch” or change my language when conversing with my counterparts because the majority of the people that I spoke with understood what I was saying and what caused me to speak the way I did. Since enrolling in my graduate program, however, I have found myself explaining things that I do and say because there is a cultural disconnect with the majority of the people that I interact with. This has been completely opposite of my undergraduate experience.

My time at FSU was amazing. I knew from an early age that I wanted to attend a historically black college or university (HBCU). This influence came from my mother, grandparents, and other family members who attended HBCUs. As a minority, being at an HBCU made me work harder to stand out because 68% of the population looked like me. In order to differentiate myself, I became involved in organizations and roles such as Student Government Association, Students In Free Enterprise, Sophomore Class King, Omega

Psi Phi Fraternity Incorporated, Chancellor For a Day, and Mr. Homecoming 2014. Being so involved in campus life taught me what it takes to brand myself and stand amongst the crowd. I also made lifelong connections that I cherish to this day.

When I chose to pursue a graduate degree at ASU, some people were confused as to why I wanted to attend a school that was so different from the demographics of my undergraduate institution. As I conducted research as a prospective graduate student, I concluded that the field of school counseling—and counseling as a whole—is not that racially diverse. While there are visible people of color doing amazing things in the profession, demographically, it still seems disproportionate. Therefore, regardless of where I would pursue my degree, I knew that as a black person, and as a male, I would be a minority in the profession upon graduation.

By working with professors to design a student-led committee focusing on inclusion and diversity, I have taken this unique opportunity as a minority in the counseling profession to help recruit more students of color in the field. Our strategy includes researching and speaking with underrepresented minority clubs on campus, students at historically black universities, and students at universities without counseling programs. We conducted a pilot session at North Carolina A&T State University during which we spoke with the psychology club and led discussions around the graduate school process and the school counseling profession. We also shared personal experiences from the perspectives of a graduate student and a professor. During these sessions, our goal as a committee is always to create a stress and pressure-free environment in which students can ask questions and share experiences related to their career goals. Some

“I knew that as a black person, and as a male, I would be a minority in the profession upon graduation.”

“I am unapologetically proud of my heritage and to be a black man pursuing his second degree.”

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students have shared that they have not considered certain professions because they have not seen people that look like them in such roles. These conversations confirmed my belief that representation does indeed matter.

I now realize that this is a common feeling for minority students across the country. Conversations and assignments frequently remind me why I am here at Appalachian State University. Advocacy for marginalized groups is something I am extremely passionate about. I am unapologetically proud of my heritage and to be a black man pursuing his second degree. Despite past hesitations and as “white” as my university is, I am happy about the choices I’ve made.

While my overall goal is to create a safe space for all students, it is particularly important to me to serve as an adult in schools and communities that black and brown students can relate to; my educational experiences will help bring perspective to these students. My graduate school

journey in particular has taught me that there will be times in life where I am placed in situations and environments that feel foreign. Instead of asking the question “why am I the only one here?” I have shifted my thinking to, “how can I get others who are not here a seat at the table?” I look forward to growing in the helping profession while at the same time inspiring, advocating, and educating underrepresented populations about their potential in this field.

Calvin Craig is a first-year graduate student in the Professional School Counseling program at Appalachian State University in Boone, North Carolina. His research interests include college and career readiness for students living in poverty. Upon graduation, he desires to work as a school counselor in the public school system and obtain an LPC credential.

GRANT UPDATE

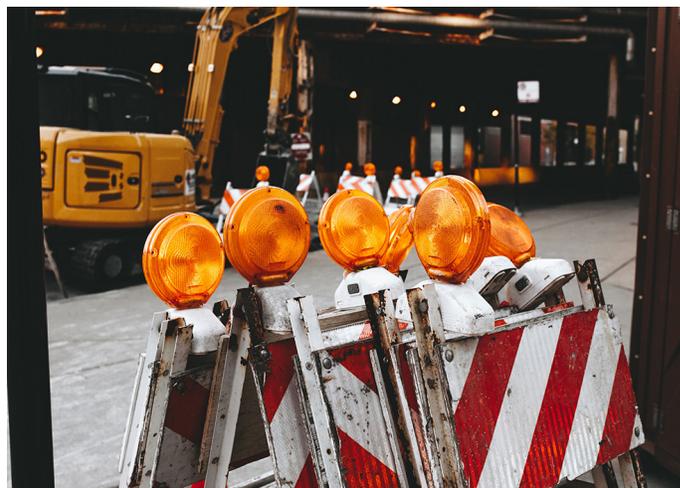
CSJ 2017 Grant Award Project: Implementing an Intervention for Minority Students at a Midwestern Private Christian College to Promote Academic Success

By Dr. David Jones

In 2017, Dr. David Jones received a grant from Counselors for Social Justice to fund an academic intervention for minority students at a small Christian university in the Midwest. Due to a variety of impeding factors, Dr. Jones was not able to fully implement the planned intervention. This article discusses the barriers he faced which ranged from a financial crisis at the university to a shifting student body culture that led to a reduction in campus morale.

In an attempt to address disparity in academic attainment, a research team set out to develop a community-based intervention at a small, Christian, Midwestern university. The focus of the intervention was to develop cultural pedagogical competencies in staff and faculty, promote diversity awareness across campus, increase life and academic skills, and empower minority students through breakout groups to identify strengths and barriers to their academic success.

To achieve these goals, the primary investigator coordinated with campus student affairs as well as student groups to



develop a working committee. The established committee included representation from a number of stakeholders: two undergraduate students, one campus staff member, and two campus faculty members. This committee met on a monthly basis and the team leaders (the two faculty members) met every two weeks to attend to action items such as event planning, recruitment of speakers and volunteers, and evaluation of current aims. The team worked for over 6 months but continued to experience barriers at a variety of levels. An outside consultant was contacted who had expertise in diversity training and as well as a cultural understanding of the university. The consultant’s feedback, combined with the ongoing barriers, made it clear that the planned intervention was not feasible, and thus, it was halted.

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Financial Barriers

One of the first barriers to success was the overall financial insecurity of the university. The university has been operating in a deficit for the past 20 years and experienced a financial crisis in the midst of the intervention that resulted in nearly half of the faculty and staff (40 individuals) being laid off. Due to this event, campus morale was at an all-time low. The remaining employees were greatly impacted by the layoffs (e.g., survivor guilt, increased workload, stress of potential further layoffs, etc.) which impaired the activities of the research team's intervention. From this organizational position, many faculty and staff were "barely surviving" which made diversity training and attending to the needs of the minority population a low priority. The student administrative resources were also diminished which further restricted the university's capacity around diversity needs.

Culture Clash

The university in question has a history as a ministerial training college. It began as a seminary training pastors and later expanded to include other undergraduate and graduate programs. Over the past 20 years, seminary enrollment has dropped as well as enrollment in many of the undergraduate programs. This instilled the financial crisis since the university's budget is based on enrollment/tuition dollars. To counter the loss of ministry students, the university developed a campaign to create sports programs, such as football, to boost student enrollment and revenue. These efforts brought an increase in enrollment but at a cost.

Two distinct cultures emerged on campus—the ministry-focused students and the athletics-focused students. The ministry students felt the culture of the campus was changing and that the focus of ministry was ebbing. Many of the student athletes primarily attended the Christian university to participate in sports and had little interest in spiritual growth. Further, many of the athletes were academically disadvantaged and felt ill-prepared for college life.

The university's increased focus on athletics also resulted in an increase of behavioral problems such as drug and alcohol use and bullying. This shift in culture further demoralized the campus student body. Finally, the influx of athletes also increased the number of minority students on campus from roughly 17% to 40%. Many of the athletes

were minorities from low-income backgrounds, whereas many of the ministry students were White and middle class. Thus, contextual factors such as race and class—in addition to religion—also contributed to the division between athletes and ministry students.

An Ethical Dilemma

There was a great need for interventions to increase the academic success of minority students at the university; nearly half of the minority students were in developmental classes, on academic warning, and/or academic probation. This runs into an ethical dilemma as well. The university admitted academically at-risk students without providing sufficient academic support. Each athlete did receive reduced tuition, but many had to take out federal loans to pay for college. By laying off nearly half of the faculty and staff, the university impaired its responsiveness to the needs of minority students. Moreover, the despondency of faculty, staff, and students further debilitated the effectiveness of the organization. These barriers limited the buy-in of faculty and staff for the intervention and limited the financial, administrative, and in-kind resources to implement it.

The most significant lesson learned from this experience is the importance of gaining a deep understanding of the contextual factors of organizations and developing step-wise interventions. As the university's consultant stated, the "university is not ready for this type of [intervention] ...the leadership needs to attend to the rift between the student body [ministry students and athletes]."

"By laying off nearly half of the faculty and staff, the university impaired its responsiveness to the needs of minority students. Moreover, the despondency of faculty, staff, and students further debilitated the effectiveness of the organization."

Dr. David Jones is a licensed professional counselor, a counselor educator, and a researcher. He is currently an Assistant Professor in Counseling at Regent University. David's scholarly interests include prevention, health inequity, social determinants of health, resilience, mixed methods research, community-based participatory research, and spirituality/religion in counseling.



BOOK REVIEW: *The Hate U Give*

By Jason Vernon, middle school student

The Hate U Give by Angie Thomas teaches young adults about racism, police brutality, and the reality that many individuals of color experience daily. This book can help its readers explore their own biases and reflect on how society perpetuates racism and how that affects students in their learning and their life outside of school.

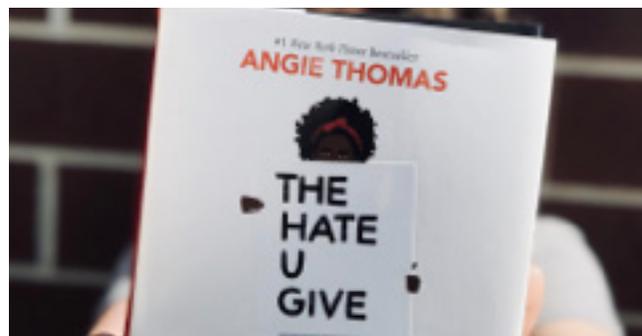
Starr Carter (the protagonist) is a 17-year-old black female student who lives in a predominantly black neighborhood and attends a predominately white private school. After a neighborhood party, she witnesses one of her best childhood friends get shot and killed by a white police officer. This sparks rage from the community and she has to decide whether to speak out for justice while putting herself in danger, or to keep quiet and stay safe.

This novel couldn't have been released at a more timely date in our culture. With increased media attention of police brutality, the adoption of the Black Lives Matter movement, and the overall culture of hatred in American society, this situation seems all too familiar. Readers of Thomas' novel get to see the whole story instead of just what is reflected in the news and the media. Picking up this book, I was expecting to hear a narrative of what we see happening too often in our country: a black man is shot and killed by a white police officer because he felt threatened by the non-existent weapon the innocent black man had in his possession. But, instead of a reflection of what we see in the news, *The Hate U Give* provides the reader an experience of seeing the many layers and complexities of racism and how it impacts individuals, families, and communities.

Thomas does a great job of giving her characters voice, which is a theme we see with students currently. As an eighth grader, I feel that student voice is very important both in and out of the classroom. When students and youth are given the opportunity to lead, share, and express their ideas and concerns, we all move forward. However, the reality is that students aren't given this opportunity nearly enough and even when they are given the opportunity, many don't feel supported or empowered enough to speak their truth. How can we use Starr's experience to teach

students that their voice is important and is necessary in order to effect change?

Earlier this year, I was invited to join a book club that's sole purpose was to explore the non-dominant narrative. The book we chose to read together was, obviously, *The Hate U Give*. It was such an amazing experience, especially because I was already in love with the book. My Extended Learning teacher, Steph Schares, was the facilitator of this group and did an amazing job using it as a platform to teach many concepts. Schares explained, "Mostly I let the book speak for itself. It's so easy to read, and the characters are so relatable and richly drawn, it doesn't take much to get students reading this novel. I Googled *The Hate U Give* discussion questions, listened to some of the Tupac songs mentioned in the book, researched a few of the Black power leaders mentioned, as well as the incidents of unarmed people of color being shot by police in the last two years. I wanted to get a sense of how closely the book and reality matched (which was very closely). Then I went about seeing what the students' impressions and feelings were as they read. Does Starr's reality reflect their own? Do they trust Starr when she tells them this is her reality, or do they hold on, as readers from a dominant narrative, to that thread of disbelief that this kind of injustice is alive in our real world?"



My biggest takeaway from reading this book and being involved in discussion is that student voice is such a powerful concept that educators and counseling professionals need to advocate for and they can use **The Hate U Give** to do so. I would encourage you to read this book and use it to relate to the experiences your students and clients may encounter. While doing so, you might discover your own biases and can challenge yourself towards personal and professional growth. As Starr says, "What's the point of having a voice if you're gonna be silent in those moments you shouldn't be?" Speak your truth, advocate for change, and use your voice.

Jason Vernon is a middle school student in Iowa who is passionate about social justice. He is a co-founder and student leader of his school's first Social Justice Council, a group for students to learn, grow, and explore injustices both in and out of school. Jason enjoys music, theater, dance, writing, and cooking. He plans to study communications in college and aspires to be a talk show host or news reporter. This is his first experience using his voice at a national level and hopes it inspires other students to speak their truth.

Dispatch from Judy Daniels, *Governing Council Rep.*

Aloha CSJ members!

I want to report on the work of the ACA Governing Council and what I have been involved in as your CSJ representative. In addition to my position on the Governing Council, I also serve on the ACA Human Rights Committee (HRC) and the Governing Council Executive Committee. While more has been accomplished than can be reasonably condensed into a single article, I will touch on major achievements below.

Over the last year, ACA has been involved in strategic planning. Its new robust plan will become the guiding force for ACA over the next 3-5 years; it was formally adopted at the Governing Council meeting in April. ACA will be providing more details about the plan in the months to come, but I want to share some highlights here.

Revised ACA Mission Statement, Vision, and Core Values

The new ACA mission statement is to “promote the professional development of counselors, advocate for the profession and ensure ethical, culturally inclusive practices which protect those utilizing counseling services.” ACA’s newly-revised vision is captured in the following statement: “Every person has access to quality professional counseling to thrive.” The ACA core values statement reads:

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The [ACA] is an educational, scientific and professional organization whose members work in a variety of settings and serve in multiple capacities. The values that individual professional counselors hold are complimented by the following values of ACA: Diversity, equity and inclusions; integrity; proactive leadership; professional community and relationships; scientific practice and knowledge; and social justice and empowerment.”

During the process of creating our strategic plan, I was able to work with a smaller group that focused specifically on the advocacy portion, and I am excited about the social justice, human rights, and advocacy focus that we have established for the next few years! Advocacy is one of three areas of strategic focus along with practice support and relevance.

Motions for Advocacy

In addition to working on the strategic plan, I passed a motion with Dr. Niloufer Merchant that directed ACA to establish advocacy action statements so that our organization can be more proactive in addressing social justice and human rights issues. The motion gave the HRC

the responsibility to develop timely advocacy statements for the Governing Council to review, adopt, and take action on. While in Atlanta for the ACA conference, I was able to author and pass two motions in conjunction with the HRC. The first related to mental health care and advocacy for gender-based harassment among girls and women. The second motion related to trauma-focused mental health care and advocacy. I also independently authored and passed a motion related to gun violence.

Revising Policy 301.7

The fourth, and perhaps most important social justice motion that I brought forward—along with Dr. Simone Lambert—related to policy 301.7 which originated in 1990. Policy 301.7 had created very strict criteria around consensus decision-making prior to taking positions on issues of conscience and social justice. The re-written policy now provides guidelines for ACA to support social justice and human rights advocacy as long as it is supported by our ethics, core values, and strategic plan.

I hope that you are as excited as I am about these important and timely social justice and human rights motions. They have great potential to positively impact our clients and the communities we serve, and I look forward to seeing how ACA will take action on them! Please email me at judydaniels@gmail.com if you have any questions about the information presented here.

My term as your representative on the Governing Council is ending in June. However, CSJ will be in good hands with Dr. Edil Torres-Rivera and I plan to work closely with him over the coming months. Thank you so much for the opportunity to serve CSJ on the Governing Council for the past six years.

Dr. Judy Daniels is a professor at the University of Hawaii and has been a counselor educator for over 25 years working in the areas of school, community, and rehabilitation counseling. She is a founder of the American Counseling Association division of Counselors for Social Justice (CSJ), a past president of CSJ, and currently serves on the board of this division. She also serves on the ACA Governing Council.

Keep an eye out for full descriptions of Judy’s motions—and a list of many others!—on ACA Connect.



ANNOUNCEMENTS



Three Cheers for the Social Justice Advocates Recognized by CSJ!



2018 Grant Winners

Bagmi Das (The Pennsylvania State University), was awarded \$500 in support of Camp PeaceWorks, a social justice-oriented summer camp for teens in Centre County, Pennsylvania. Camp PeaceWorks is offered at no-cost to students and serves as safe space in which to explore issues of privilege, oppression, and the root causes of violence in our society. In 2017, camp participants were diverse, with students identifying as cisgender and gender non-binary; male and female; heterosexual and queer; and white and people of color. Bagmi will use the CSJ grant to support Camp Peaceworks in 2018.

Dr. Yihhsing Liu (Duquesne University) and **Derron Hiltz, MS**, (Cattaraugus-Alleghany BOCES), were awarded \$500 for their project titled, "Enhancing Social Justice and Advocacies through Poverty Simulations." Launched in 2017, the Duquesne University counseling students who participated in the simulation reported increased understanding of client issues that are exacerbated by social oppression, as well as increased moral conviction in regards to society's universal responsibility to eliminate poverty and economic injustice. The CSJ grant will help extend the simulation to a broader level by incorporating leadership development and social advocacy at the program across both master's and doctoral training.

2018 Award Winners

'Ohana Honors Award: Dr. Christian Chan, for direct service to the counseling profession at the state, regional, and national level; scholarship focused on transforming intersectional, multicultural, and social justice initiatives in counselor education and supervision; and offering research, service, and mentorship to advocate for counselor education and professional identity.

Mary Smith Arnold Anti-Oppression Award: Dr. David Capuzzi, for his commitment to the field of counseling through the development of theories and interventions that have withstood the test of time; decades of authorship and scholarship; and his impact on countless students across the U.S.

Outstanding Counseling Program/Agency Award: Syracuse University, Department of Counseling and Human Services, for embedding social justice throughout its curriculum and encouraging counseling students to meaningfully engage in social justice advocacy.

Reese House Social Justice Advocate of the Year Award: Dr. Natasha Moon, for her many accomplishments throughout her 12 years as professional school counselor, including helping her students earn the "No Place for Hate" designation from the Anti-Defamation league; creating an Ambassador program that trains students to create a culture of inclusion; and collaborating with outside agencies to assist international students when language or cultural barriers create obstacles.



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