



Letter from President Dr. Rachael Goodman: Moving to Community Care

Dear CSJ Community,

I hope the new year is off to a good start for each of you. While we are inundated with the ongoing injustices experienced in our world, I hope that the winter holiday season and the new year has also been a time for rest and rejuvenation.

As we transition into a new year, filled with both challenge and hope, I want to thank you for being a part of sustaining and growing our community of social justice counselors. I invite each of you to think about how you want to be involved in CSJ, as well as how CSJ can support your efforts. Your CSJ board loves hearing from members, and we are continually building more ways for you to be involved!

In this new year, I've been reflecting on a powerful concept I was exposed to years ago in South Africa: *Ubuntu*. In his memoir, *No Future Without Forgiveness*, Archbishop Desmond Tutu explains the concept of *Ubuntu* and how people relate to one another with compassion and as interconnected beings. He writes that the essence of *Ubuntu* is that "My humanity is caught up, is inextricably bound up, in yours."

With this in mind, I think about the important discussions being had around self-care, particularly in the face of so much oppression and potential fatigue. While self-care is critical, I wonder if we could expand this idea to think more broadly about *community care*. From a self-care framework, we often talk about caring for one's self in a way that the individual is solely responsible for their personal self-care regimen. *Can I carve out time to exercise? Can I make sure to call someone who is supportive of me? Can I find room in my budget*

to go to family counseling? Can I disengage from my advocacy work for the weekend even though it's a critical time in the movement?

Instead, I would like to see us frame care for ourselves within the larger community context, perhaps through the following questions: *How can we create more supportive contexts? How can we make our organizations collectively responsible for the care of the individuals they impact? How can we create caring communities? How can we develop institutional policies and practices that foster well-being?* These questions could enable individuals to engage in the individually focused self-care activities that are so often recommended.

Given that there is so much work to be done—and that often the more difficult, harmful, and draining work falls to those who are the most marginalized—I hope that revisiting the idea of self-care from a more collective space can help us think about how we enact social justice within our organizations as well as in our advocacy work. This framing will be critical to sustaining our work as social justice counselors, and preventing or ameliorating the burnout that many of us feel.

With gratitude and best wishes for the year to come,

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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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School Counselors, There is a Reason You are Tired

By Tamara Tribitt

A teacher runs into your office because a student revealed they were physically abused by a family member last night. Right before the teacher came in, you read an email from your principal asking you to discipline a student who was caught cyberbullying another student. You have an IEP meeting scheduled in ten minutes. A parent just entered your office because their child is refusing to come to school. Your top priority for the day is to check in with a student who disclosed they were sexually assaulted last week. On top of all that, you are scheduled to provide a core curriculum lesson in two hours...and it's not even 9 am.

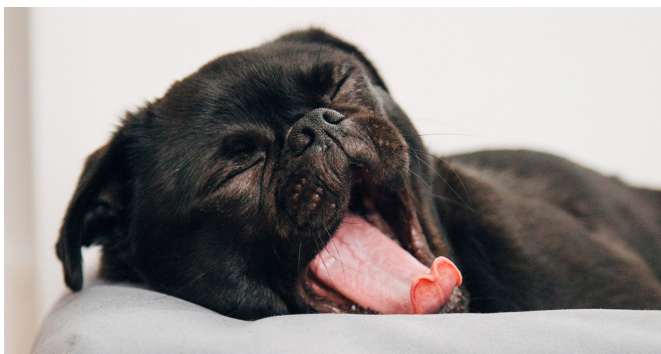
In the everyday tasks we juggle as school counselors, there is a degree of advocacy in all of them. Perhaps we are advocating on behalf of or with students at an IEP meeting; or maybe we are advocating for our role as school counselors when our principal forgets that we provide mental health services for those who have already been

disciplined by an administrator; or it could be that we are advocating for students in crisis to receive community resources.

As Ratts, DeKruyf, and Chen-Hayes (2007) point out, social justice advocacy is a crucial component in the role of a 21st century school counselor. School counselors are encouraged to bridge educational gaps that exist among students due to ethnoracial or economic disparities, ability differences, gender inequities, and sexual orientation (American School Counselor Association, 2012; Singh, Urbano, Haston, & McMahon, 2010). We as school counselors also attempt to attend to external forces, such as systemic oppression, that could impact student success (Goodman et al., 2004; Kiselica & Robinson, 2001; Lee, 2007; Singh et al., 2010). Being an effective change agent so that our students can reach their fullest potential can be exhausting!

Various forms and causes of exhaustion have been discussed in the literature: compassion fatigue, secondary trauma, vicarious trauma, and burnout. But what about the form of fatigue that comes from constantly advocating for systemic changes to oppressive practices? Or what about the form of fatigue that results when we persistently advocate for student equity?

Advocacy fatigue is defined as “the increased strain on emotional, physical, material, social, and wellness resources that comes from continued exposure to system inequities and inequalities and the need to advocate for



the preservation and advancement of one's rights and autonomy" (Basas, 2015, p. 53). While this definition focuses on fatigue that occurs when one is advocating for their own personal rights and autonomy (Basas, 2015), it can be applied to our work as school counselors when we are advocating with or on behalf of a student. Advocating for the preservation and advancement of our students' rights combined with continued exposure to system inequities and inequalities can be taxing on school counselors' emotional, physical, material, social, and wellness resources. If you are feeling exhausted or burned out because you are repeatedly taking one step forward and two steps back in your social justice advocacy efforts, you could be dealing with advocacy fatigue.

I was reminded by a dear friend that knowledge isn't the only thing that is important in social justice work. We need to take action, too! (A. DeLeon, personal communication, October, 5, 2017). Now that we know advocacy fatigue is a thing, what actions can be taken to prevent or alleviate it?

Here are a few ideas that have proven to help:

1. Talk about it!

Consult with colleagues engaged in the same work or ask for supervision from a mentor. Supervision and consultation have proven to be very effective means of combating burnout (Merriman, 2015). This can be in person or through the use of technology... remember the CSJ Community on ACA Connect!

2. Seek allies!

Find people who want to join you as social change agents within your school, district, and/or community. Basas (2015) encourages advocates to join forces and share the responsibility of social change.

3. Professional development!

Seek out conferences and/or learning opportunities that focus on social justice. This can connect you to others fighting the good fight. And if you are anything like me, conferences or classes focused on social justice can be incredibly re-energizing!

4. Self-care strategies!

Exercising regularly, eating a healthy diet, getting a massage, meditation, counseling, sufficient leisure, sharing leisure activities with a friend or loved one, enjoying simple pleasures, hiking, conversations, storytelling, shared play, music, singing, or reading can prevent or alleviate advocacy fatigue (Roysircar, 2009).

These are just a few suggestions to help keep us motivated. What other strategies help YOU feel the way this dog looks?



Like other forms of exhaustion, self-care should be a priority when we are suffering from advocacy fatigue. As a school counselor, you have the expertise, training, and experience to help students at an individual and community level. I encourage you to remember to take care of yourself. I know... easier said than done, but your students need YOU as they explore their path to success!

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BOOK REVIEW:

Psychology, Poverty, and the End of Social Exclusion: Putting our Practice to Work

By Christina Chadick

I have been itching to spotlight *Psychology, Poverty, and the End of Social Exclusion: Putting our Practice to Work* (Smith, 2010) since last April, when I purchased the book to supplement my required academic reading which I perceived as lacking sufficient discussion on class-based issues. Smith, an Associate Professor of Psychology and Education at Columbia University, answers this deficit with her powerful, sometimes-scathing book that highlights the many ways in which mental health professionals provide inadequate counseling services to poor clients—and how they can do better.

From an attitudinal standpoint, Smith (2010) argues that therapists working in the context of poverty must be willing to view and confront social inequities through a systemic lens. A theme that is repeated throughout the book is *oppression as a pathogen*, which, in the present context, refers to the toll that a lifetime of material deprivation, poverty-related stressors, and exclusion take on poor individuals. This reality, while periodically touched upon in counseling literature, is all-too-often glossed over in my view, especially when compared to the attention that is routinely (and rightfully) paid to multicultural considerations.

Smith (2010) promotes psychologist Isaac Prilleltensky's concept of *psychopolitical validity* as one counter-force to pathogenic oppression. To work with psychopolitical validity, mental health professionals must employ interventions that bring the existence of oppression and power dynamics to the forefront of consciousness, and that generate personal, interpersonal, and/or structural liberation. Smith (2010) unflinchingly suggests that to *not* consider the oppressive forces in clients' lives is to offer Paulo Freire's construct of *false generosity*: "help that is offered by people with privilege to the oppressed in the absence of any acknowledgement of the sources and effects of oppression" (p. 101).

of traditional charity that largely alleviate donors from having to contemplate structural inequities (e.g., donating coats without considering *why* so many people are in need of coats) and allows them to view themselves as charitable do-gooders wholly outside of systems of oppression. In Smith's view, it is imperative for mental health professionals to avoid these pitfalls, especially in the context of providing therapy. For one thing, therapists must avoid further oppressing clients by wielding guiding theories that don't take social class into account when promoting constructs like freedom of choice. Nor should therapists automatically attribute poverty-related problems to individual shortcomings.

Smith (2010) scatters many other recommendations throughout the book, some of which involve learning about the everyday details of poverty. She observes that mental health professionals are "often not well-informed about the policies and procedures surrounding issues such as low-income housing and food stamp eligibility," (p. 95) noting that the deficit results in a lack of knowledge that is central to poor clients' lives. Dealing with the practical challenges of poverty is an inherent part of the work for poor clients and the therapists that serve them. At the same time, Smith cautions mental health professionals to avoid dehumanizing clients by viewing their lives solely as a series of problems to be overcome—the poor, just like people from all walks of life, live multi-faceted lives, are subject to the universal joys and challenges of the human condition, and have the potential for self-actualization.

If there is one thing I gleaned from Smith's (2010) book it is that mental health professionals need to go beyond the status quo when it comes to providing services to clients living in poverty. It is my observation that many therapists automatically view themselves—as Smith might say—as "one of the good guys" by virtue of working in a helping profession. It is not enough, though, to offer \$40 sliding scale slots to a few low-income clients and call it good. Therapists must also reflect on *why* therapy is underutilized by poor clients. Those in private practice should especially ask themselves, as is often the case, *why* most of their clients are middle-class or higher, and what barriers they are necessarily or unnecessarily putting up between low-income clients and their services. I contend that a good start is to collectively admit that it is unreasonable to ask individuals living in the midst of extreme material deprivation to scrape together \$40/week to pay for counseling, regardless of the reduced price.

Psychology, Poverty, and the End of Social Exclusion: Putting our Practice to Work is the book I turn to when I feel disillusioned by my academic reading, when I need a clear-headed rebuttal after being criticized for being "too political" in my writing, and when I need a guiding light for the kind of therapist I endeavor to be. I encourage all therapists who work in the context of poverty to turn to this book as well—but especially the ones that don't.

Smith, L. (2010). *Psychology, poverty, and the end of social exclusion: Putting our practice to work*. New York, NY: Teachers College Press.



— Luck of the Scottish —

By Jenna Sturgis

I've had the travel bug since I was born. I've never been able to sit still in one place for too long, even before I could walk. Literally and figuratively, I cannot remain stationary. Much of my family is the same way, however, it manifests differently. Some prefer to explore the outdoors and "rough it," others prefer fancy hotels and nightlife, and some simply just travel wherever they can, whenever they can. I feel that I am a mix of these needs, and have always tried to balance them when traveling.

When I entered college, or "uni," as the Brits say, at the University of New Mexico (UNM), I was lucky in that I knew what I wanted to do. This gave me time to plan my coursework with enough room to take advantage of the school's study abroad program. I looked at all of the options for psychology students, and somewhere between France and the U.K., I realized I could never afford the international fees on top of the ones I already had. I surprised myself by giving up rather easily on that dream. But a chance meeting quite literally changed my life.

During my sophomore year, which was particularly difficult for me, one of my boyfriend's roommates was from Scotland. We grew incredibly close, and when my previous relationship came to an end, the roommate and I started dating. He promised to take me back to Scotland with him one day, but I laughed it off, remembering how I couldn't afford the fees to study abroad. At the end of my junior year, however, he kept true to his word, and I was on my way to Edinburgh. As the options for studying abroad in Scotland through UNM were pretty bleak, I opted for a personal summer trip using leftover financial aid and savings rather than a semester of school.

I spent the entire summer of 2016 traveling around Scotland and some parts of England, and wondered multiple times how I had ever let anything stop me in the first place. Of course, I was massively fortunate due to the fact that I didn't have to pay for any accommodations or food because we were staying with my boyfriend's family. As the trip drew

to a close, and I prepared for my final semester at home, I realized there was no way I could remain living in the U.S. For whatever reason, Scotland, with its constant rain and severe lack of spicy food, had become my home in place of a chile-filled desert state.

Almost immediately after landing in New Mexico, I began researching U.K. graduate programs. I knew my top choice U.S. schools, and I even forced myself to take (and pay for) the GRE, but every time I looked at them, I found my mind wandering back overseas. The hefty price tags of U.S. schools, application fees, and testing costs—combined with my already mountainous student loan debt—caused enormous stress and I started to wonder if it was really worth it. And just looking at U.K. schools was tortuous as I pursued the requirements needed to study overseas. By pure luck, though, I happened to walk by a social sciences graduate fair, and noticed that many of the schools represented were based in the U.K.

When I walked up to the "Across the Pond" booth on that lucky day, I realized that everything I wanted was not only possible, but also less than a year away. I gave my contact information to a woman named Jasmine, grabbed the free pens and candy at the booth, and awaited Jasmine's email. About a week later, it finally came, and that's where my journey back to Scotland began. Looking back, I would highly recommend finding an agent to any student looking to study abroad outside of programs offered by their school.

Over the next few months, Jasmine and I were in constant communication. She helped me create an applicant profile, narrow down my schools of interest, and complete my applications. She even previewed all of my essays. As an extremely busy student with a full course load, internship, and job, Jasmine's assistance was an absolute lifesaver. The best part? Not only are applications to U.K. schools free, so were the agency's services. I paid absolutely nothing to

(Continued on next page.)

apply to 5 top graduate programs with expert guidance along the way! The process was not without hiccups, however. It was challenging communicating with a school with a 7-hour time difference, and I encountered some student loan difficulties after the election. Most stressful of all was the complicated process of applying for a visa. For anyone applying to an international university, I highly recommend doing a good amount of research and asking for advice from someone who has already gone through the process. In the end, I accepted an offer to attend Edinburgh Napier University's Applied Criminology and Forensic Psychology program. I also received the only two scholarships that are offered to American students.

I am currently waiting to start school and move into my new flat. In the meantime, I am once again enjoying playing tourist and exploring the parts of Scotland I missed the first time. I love my new home and cannot wait to start this next part of my life. If you have ever thought about traveling abroad, I honestly cannot recommend it enough. There is so much to learn from other countries and cultures (even if the locals speak the same language as you!) If you have any questions about the process of applying to international schools, or just want to know more about Scotland, please feel free to email me at jennersbliss@gmail.com and/or follow my Instagram (@jennabliss). Best wishes, fellow travelers!



The American Counseling Association's Portability Model: An Introduction

By Judy Daniels

Licensure portability has been a long-term and aspirational goal for the American Counseling Association (ACA). Under the leadership of former ACA President Dr. Thelma Duffey, the ACA Governing Council passed a motion to officially adopt the ACA portability model in June of 2016 and later in March of 2017. As CSJ's Governing Council Representative, I was asked to be on the task force that created the model and brought it forward to the Governing Council. Once the ACA model was adopted by the Governing Council, CSJ board members voted to support this model, as did several other ACA divisions.

Some counselors are either not knowledgeable or confused about the specifics of the ACA model, stemming from the usage of two models within our profession. The strength of the ACA model is that it is the least restrictive of the models presently being promoted within the profession and, as

such, is the most inclusive (the non-ACA model, among other provisions, requires counselors to have been in practice for at least five years before becoming eligible for licensure portability).

The following language outlines the specifics of the ACA model:

"A counselor who is licensed at the independent practice level in their home state and who has no disciplinary record shall be eligible for licensure at the independent practice level in any state or U.S. jurisdiction in which they are seeking residence. The state to which the licensed counselor is moving may require a jurisprudence examination based on the rules and procedures of that state" (as cited in ACA, n.d., para. 1).

Advocating for licensure portability is an important step for the further professionalization of the counseling profession and it supports the mission of the American Counseling Association, as it allows professional counselors who are licensed at the independent practice level to move to a different state to serve the growing mental health needs of the public. Creating consistency in licensure standards requires states to have confidence that other states have done their due diligence in licensing their counselors, while also ensuring the protection of the public. The ACA model is the least restrictive of the two models currently being presented while ensuring the protection of the public, balancing the increasing needs of the public for mental health services, and providing flexibility for highly-trained and licensed professional counselors.

If you have any questions about the ACA portability efforts, or would like to weigh in on any other issues you feel the ACA Governing Council should address, please contact me at judydaniels@gmail.com.

American Counseling Association. (n.d.). *ACA licensure portability model: A fact sheet*. Retrieved from <https://www.counseling.org/knowledge-center/licensure-portability-model-fact-sheet>

ANNOUNCEMENTS

■ CSJ Leaders are Presenting at the 2018 ACA Conference in Atlanta!

Decentralizing Whiteness and Other Forms of Privilege: Lessons from Standing Rock

Program ID #359

Format: 60-Minute Education Session

Date: Sunday, April 29, 2018

Time: 7:30 am–8:30 am

Location: Room A302

Primary Presenter: Amney J. Harper

Co-Presenters: Judy A. Daniels (CSJ Governing Counsel Representative), Renae D. Swanson

Undocumented Immigrants: Challenges, Strengths, and Social Justice

Program ID #277

Format: 90-Minute Education Session

Date: Saturday, April 28, 2018

Time: 10:30 am–12:00 pm

Location: Room A312

Primary Presenter: Selma Yznaga

Co-Presenters: Lynn Z. Tovar, Mirella Saldana, Rachael D. Goodman (CSJ President)

■ Seeking Student Representative Candidates

Are you a student in a master's or doctoral program? If so, consider submitting your name for Student Representative of CSJ. Student reps promote CSJ initiatives to meet student concerns. The term is one year, beginning July 2018, and is a great resume builder! Please contact **Dr. Jane Goodman** at goodman@oakland.edu if interested.



For other announcements and information about future events and webinars, please follow CSJ on Facebook (@[counselorsforsocialjustice](https://www.facebook.com/counselorsforsocialjustice)), Twitter (@[CounselingCSJ](https://twitter.com/CounselingCSJ)), and **ACA Connect!**



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