

COUNSELORS FOR SOCIAL JUSTICE

A Division of the American Counseling Association

LETTER FROM THE PRESIDENT:



Greetings – [你好嗎](#) (Lay ho mah)

I am honored and humbled to be the President of CSJ. Since my presidency began in July even in these few months we are unfortunately continually faced with numerous social justice issues that impact our clients, their families and communities.

For example, the latest reports show that murder rates have increased dramatically throughout the U.S., with at least 30 cities reported rise in violence. In the nation's capital the murder rate at the beginning of September is the same as the total for last year, 2014. The endless interpersonal violence that is inflicted on our communities and society by senseless acts of violence and more insidiously the psychological and subliminal acts of racism, discrimination and oppression that is perpetuated within our society can make us weary and erode our commitment to social justice work, and may at times create a sense of hopeless and helpless within us. These are challenging times that force us to examine our role as an organization and as social justice counselors on how to respond to these ongoing multiple injustices. During these difficult times it is critical that we form and solidified deeper bonds with our colleagues to gather our strength and not allow these challenging times to divide us. But instead unite our motivation, passion and commitment to social justice work. ACA President Dr. Thelma Duffey's initiative is focused on bullying and interpersonal violence and strengthen professional advocacy in the counseling field, a timely theme. This newsletter and upcoming newsletters are dedicated to Dr. Duffey's initiative. In conjunction with Dr. Duffey's Presidential Initiative is a CSJ Call for Action, as Martin Luther King stated: *"There comes a time when silence becomes a betrayal"*.

In this time of strive when we need more social justice advocacy counselors, the counseling professional has also been challenged to

October Edition In This Issue

- Letter from the President - p.1
- ALL Counselors Committee - p.2
- Bullying and Violence Prevention:
A call for action from ACA - p. 3
- CSJ ACA-Montreal Conference 2016
Events - p.4
- Working with Domestic Violence
Survivors: A Personal Investment -
p. 5-7
- What's Happened in CSJ - p.8-9
- Bully: A Social Justice Issue - p.10-13
- CSJ co-sponsor IAMFC World
Conference at New Orleans on
March 10-12, 2016 Call for Papers -
p.13
- Counseling Students Can Create
Social Justice Change & Advocacy -
p.14-15
- CSJ Newsletter submissions:
Practitioner's Corner - p.15
- "Optimism and Social Justice" -
p.16-17

choose one form of accreditation over other types of training and therefore creating exclusion of those who are just as committed in their identity as a counselor and to the populations they serve. As a child of refugee parents, an immigrant to the U.S. who spent most of my years under British rule (i.e., grew up in a British colony) and being a woman of color, I truly understand exclusion, alienation, racism and discrimination. I strongly believe that we (CSJ) must fight for the rights of others and be inclusive of differences.

I hope you find the newsletter motivating, and propel you to take social justice action to prevent and intervene social injustices that impacts the lives of our clients, their families and communities. I welcome your contributions in future editions. I look forward to working with you and to move CSJ forward. I would like to close with a saying from Mahatma Gandhi:

“I offer you peace. I offer you love. I offer you friendship. I see your beauty. I hear your need. I feel your feelings. My wisdom flows from the Highest Source. I salute that Source in you. Let us work together for unity and love.”

Rita Chi-Ying Chung
President, CSJ

ALL COUNSELORS COMMITTEE

For over 3 years Counselors for Social Justice (CSJ) has taken the position to support ALL counselors. We continue to take this position because it is in keeping with our mission. The mission of CSJ is to promote social justice and positive change in our society through confronting systems of power and privilege that disenfranchise and exclude others. The field of counseling is now facing the highly charged issue of supporting some counselors rather than all counselors which is being played out through the issues related to CACREP-only accreditation and licensure.

CSJ clearly supports high standards and quality training programs and has a tremendous respect and regard for the positive work of CACREP in setting standards, but also recognizes the importance of students and professionals who also meet and for decades have met high standards and become licensed without having gone through nor been mandated to go through CACREP accredited programs. CSJ also recognizes that historically many counseling psychologists and individuals from closely related fields have made many significant contributions to the field of counseling, a list that includes numerous past ACA presidents and a current ACA senior staff member, who were all trained in counseling psychology but maintain an identity with the counseling profession and ACA. CSJ strongly believes that these individuals, who maintain a counseling identity and affiliate with ACA, should not now nor in the future be disqualified from the profession through licensure or accreditation standards. In supporting ALL counselors CSJ is moving forward to explore opportunities to create unity in our counseling profession, create positivity as we forge ahead with our passion and identity to the counseling field, further strengthen our profession through high standards for quality training, promote an atmosphere of inclusivity rather than exclusivity, and support licensure portability. We recognize that there are a vast number of individuals, families, and systems that desperately need counseling support in today's world and firmly believe that all highly trained and experienced licensed counselors need to be able to provide these services. We hope that you will join with us to find ways to unify the profession and move forward with a philosophy of inclusion and acceptance for ALL counselors.

Fred Bemak

Past-President, Counselors for Social Justice

The CSJ Board strongly supports ALL Counselors inclusive of those who graduate from CACREP and unaffiliated (non-CACREP) programs. The CSJ Board also established a committee focused on supporting ALL Counselors. This is a call for participants for the ALL Counselors Committee. Please email Peggy / Margaret.Brady-Amoon@shu.edu if you're interested in joining the committee.



Bullying and Violence Prevention: A call for action from ACA

President Dr. Thelma Duffey

As social justice counselors we have an obligation to “plant the seeds” that will hopefully grow into widespread and sustainable change benefiting marginalized and mistreated populations within our society. Dr. Thelma Duffey, the current president of the American Counseling Association (ACA), takes this responsibility very seriously. In an exclusive interview with Dr. Duffy, we were able to gain insight into why bullying and violence prevention is her priority as the ACA president and what experiences in her own personal and professional life led to this decision.

Shortly after being elected president of the ACA, Dr. Duffey decided to focus her presidential initia-

tive on bullying and violence prevention. Her investment in this initiative stems from both personal and professional experiences. On a professional level, Dr. Duffey passionately discussed how bullying and violence affects clients in every professional counselor setting. School counselors, marriage and family therapists, group counselors, advocates, etc. - they will all have clients who have been or are being affected by bullying and/or interpersonal violence. By focusing her initiative on such a universal social justice issue, her hope is that counselors in every different setting can come together to support a cause that transcends all the differences in the client populations each of them serve.

She also explained that all newly developed solutions, interventions, and services will be disseminated to counselors around the country. Her goal is to acknowledge the power of creativity and those counselors who use it to develop new ways of responding to bullying and interpersonal violence. Engaging counselors in the execution of this initiative is central to producing meaningful change in the counseling profession as well as the community. To use her own words - “good work inspires good work”.

Dr. Duffey also shared a personal experience that inspired her to focus on bullying and violence. While visiting her son, daughter in law, and their newborn son (her first grand-

child), she was lying on the couch with the baby sleeping on her shoulder, and at one point she checked her cell phone. That same morning, the shootings at Sandy Hook Elementary School had taken place. It then hit her, looking at her grandson's tiny face, that he would be the same age as those children in just a few short years. She described the feeling of complete helplessness in trying to comprehend how and why situations such as these happen. It also motivated her to wonder what great work 56,000 counselors could do together around this issue if they were participate in a common cause. From there, her presidential initiative was conceived.

Dr. Duffey is the type of individual who will facilitate widespread change by inspiring others to do the same. She explained that one of the primary reasons she decided to run for the ACA president position was a fierce desire to contribute in a meaningful way to the needs within the counseling profession and the community at large. Dr. Duffey is committed to acknowledging work done by others and encouraging counselors to use their own resources and creativity to contribute to our profession. It is our hope that this overview of Dr. Duffey and her presidential initiative will inspire you and counselors around the country to help support bullying and violence prevention within your respective communities.

Interview and Report by:

Rebecca M. Daigler,
George Mason University



CSJ ACA-Montreal Conference 2016 Events*

**Wednesday March 30, 2016
5- 7 p.m.**

CSJ/AMCS Service Day
Volunteer Check-In

Thursday March 31, 2016

10:00 - 3:00 p.m. CSJ/AMCD Service
Day Presentations

7:00 - 9:00 p.m. CSJ/AMCD Day of
Service Reception

Friday April 1, 2016

11:00- 1:00 p.m. CSJ Brunch

3:30 - 5:00 p.m. CSJ Town Hall
Business Meeting

6:00 - 8:00 p.m. CSJ/AMCD Past
Presidents Reception

***Detail information will be
coming soon.**

Working with Domestic Violence Survivors: A Personal Investment

When writing about working with survivors of domestic violence, I thought about a few things to share that could impact the way we see this issue. First, I thought about citing the prevalence of domestic violence; for example that 1 in 4 are the number of women who will be victims of severe violence by an intimate partner in their lifetimes, 1 in 7 men (Black et al., 2011; Centers for Disease Control and Prevention, 2015), and 2 in 5 gay or bisexual men will suffer the abuse of a partner (National Resource Center on Domestic Violence, 2007). How intimate partner violence is closely interrelated with major issues such as sexual assault, mental health, substance abuse, and homelessness. That is, domestic violence is the leading cause of female homicide and injury-related deaths during pregnancy (American Psychological Association; Chang, Berg, Saltzman, & Herndon, 2005), and one of the major leading causes of family homelessness (National Coalition for the Homeless, 2009).

I also thought about reminding us all counselors that if you are ever tempted to ask the questions why didn't you leave? Why did you stay? Before you do that out loud, please remember that besides the fear and other obvious reasons, the likelihood of a woman to be murdered by her partner increases from 45 to 70 times in the few weeks after she leaves him (Block, 2003; Campbell et al., 2003). As I wrote all of these facts and numbers, I thought that these statistics are very easy to find on

multiple websites and a wide variety of national and international organizations. So then I realized it was best to share why I am devoted to this cause and my strong interest in fostering healing to children and youth exposed to violence. Because beyond my professional commitment, there is a personal investment so we all could feel safe at home and make our communities peaceful.

So going back to my personal motivations, my mother grew up in a home experiencing domestic violence; so, when I work with children that have gone through such a painful reality, I see my mother's eyes when she was little. When I see survivors celebrating a step towards independence, allowing themselves to smile and think of a future, I see my grandmother's eyes and I appreciate what she did to break the cycle and keep my mother safe. Not an easy task.

Fifty years ago my grandmother was the classic victim of intimate partner violence, and sadly, the type we still see on a regular basis in our shelters. My grandfather was a high rank officer in the military, so he had no contender. It was her voice against his. My grandmother was fearful, and she did not want to damage his promising career, endangered the family only source of income, face the public shame, and just the idea of losing her kids if she dare to leave him was terrifying. She thought she loved him and yet she was afraid of him. When she intended to find answers in her prayers, she was encouraged to go back home and make it work. She thought she

**October
is
Domestic
Violence
Aware-
ness
month.
For
more
infor-
mation
about
how
you can
promote
aware-
ness
please
visit**

***[http://
www.
ncadv.
org/](http://www.ncadv.org/)***

was going crazy, she thought it was her fault, and she took the punches so he wouldn't hit the children. He called her names, he hit her, and he shamed her. She ran away from him many times, and countless times, she returned after being found. My mother was the youngest; she was the little girl hiding behind doors and wiping her mommy's tears when he was gone.

I am telling you my grandmother's story to stress a few points. If you think for a second, our society continues penalizing the victim, survivors are the ones who need to *flee* the situation, hide, and start all over. It is a social justice issue at its core. It is still engrained in our society; it affects all races, ethnicities, political views, and religious beliefs. It is still an epidemic, and as a counselor, you will face it. You will need to intervene, you will need to stand up and confront the system, and you will need to educate the public, many times.

When working with domestic violence survivors, trust is greatly compromised. Survivors had developed coping skills that may not be healthy. The neurobiology of the brain has been tremendously impacted by the stress, the trauma, and the physical injuries (Jeltsen, 2015; Van der Kolk et al, 2005). The perception of what is safe and what is not is difficult to distinguish. And yet, I have not met women, men, and children stronger than those that had survived

and thrived such abuse. Because, what they have gone through feels like being part of a warzone (Jeltsen), but much worse because it happens where it is supposed to be safe and sacred: home. The courage and bravery is simply immensurable.

No matter what your theoretical approach, your philosophical or ideological preference, or your personal style is, what the victim will remember is how you treated them. When they have left all behind; when their heart is broken, their scars are not healed yet, and they have more questions than answers, you will be the grounding rock that will allow them to stay still. You may need to remind them to breath, when they are ready to quit because it is too much; you may need to remind them they have gone through a lot more, and yet they managed to survive. And you will need to say all these with no guarantees, no false promises, other than their own strengths, courage, and how much you care about them.

Sometimes sitting right next to them is your best accomplishment, reminding your client that even the worst day only last the same as yesterday and the same as tomorrow will be your ultimate goal. Other days promoting awareness at higher levels is what you need to focus on; when the justice system fails to protect them because there was not enough evidence, you need to stay still, and later strongly and urgently advocate for better protection and legislation. You

will work with your client on making it through the day, and later you will be working to change a future so no one has to go through this again. Because victims need to stop *fleeing* and perpetrators need to be held accountable.

Finally, if I can highlight 5 things to do to yourself as counselor when working with survivors: 1) take care of yourself, *you* are your best instrument; 2) be curious, inform yourself, and learn the neurobiology of the brain; 3) your basic tools as a counselor are your biggest assets, nothing replaces a big listening ear and your unconditional love and regard, 4) do not give up, your community needs your eagerness for equity and justice; and finally 5) be humble and learn about your client before imposing your own beliefs and willingness to help. These reminders will become handy!

Diana P. Ortiz, LPC

Doctoral Student – George Mason University

**Client Services Director – Residential Programs,
Doorways for Women and Families**

References

- American Psychological Association. (no date). Intimate Partner Violence. Facts & Resources. Retrieved from <http://www.apa.org/topics/violence/partner.aspx?item=1>
- Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved from http://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf
- Block, C.R. (2003). How Can Practitioners Help an Abused Woman Lower Her Risk of Death? *Intimate Partner Homicide, NIJ Journal*, 250, 4-7. Washington, D.C.: National Institute of Justice, U.S. Dept. of Justice. Retrieved from <https://www.ncjrs.gov/pdffiles1/jr000250c.pdf>
- Campbell, J.C., Webster, D., Koziol-McLain, J., Block, C.R., Campbell, D., Curry, M.A., Gary, F., McFarlane, J. Sachs, C., Sharps, P., Ulrich, Y., and Wilt, S.A. (2003). Assessing Risk Factors for Intimate Partner Homicide. *Intimate Partner Homicide, NIJ Journal*, 250, 14-19. Washington, D.C.: National Institute of Justice, U.S. Dept. of Justice. <http://www.dvpiowa.org/myths-facts-about-domestic-violence/>
- Centers for Disease Control and Prevention (CDC) (2015, March). Intimate Partner Violence: Consequences. *Injury Prevention & Control: Division of Violence Prevention*. Retrieved from <http://www.cdc.gov/violenceprevention/intimatepartnerviolence/consequences.html>
- Chang, J., Berg, C. J., Saltzman, L.E., & Herndon, J. (2005). Homicide: A Leading Cause of Injury Deaths Among Pregnant and Postpartum Women in the United States, 1991–1999. *American Journal of Public Health*, 95(3). 471-477. doi: [10.2105/AJPH.2003.029868](https://doi.org/10.2105/AJPH.2003.029868)
- Jeltsen M. (2015, June). The Women Who Face More Traumatic Brain Injury than NFL Players. *The Huffington Post*. Women Section. Retrieved from http://www.huffingtonpost.com/2015/06/02/domestic-violence-tbi_n_7488168.html
- National Coalition for the Homeless. (2009). Domestic Violence and Homelessness. Retrieved from <http://www.nationalhomeless.org/factsheets/domestic.html>
- National Resource Center on Domestic Violence (NRC-DV). (2007). Lesbian, Gay, Bisexual and Trans (LGBT) Communities and Domestic Violence: Information and Resources. Retrieved from <http://nwnetwork.org/wp-content/uploads/2012/08/2007-NRCDV-Report-on-LGBTQ-DV-STATISTICS.pdf>
- Van der Kolk, B.A., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. (2005). Disorders of Extreme Stress: The Empirical Foundation of a Complex Adaptation to Trauma. *Journal of Traumatic Stress*, 18, 389-399.

WHAT'S HAPPENING IN CSJ

New Webinar Series

In a continued effort to assist in the positive change in our society through the professional development of counselors, we are pleased to announce a new series of webinar focusing on social justice training and practices in counseling. We will be bringing in special guests, social justice and multicultural experts, as well as our own members to give presentations on topics that matter most to our clients and our professional development as change agents. There will be no cost to CSJ members to attend the webinars. CEU's will be available for an additional cost for CSJ members and nonmembers. More information to follow!

CALL FOR CSJ CO-EDITOR FOR THE JOURNAL FOR SOCIAL ACTION IN COUNSELING AND PSYCHOLOGY

Please spread the word that the Journal is seeking applications for a new Co-Editor for the Journal for Social Action. Dr. Toporek has been honored to serve as the co-editor since the journal started in 2005 (first issue in 2007) and she feels it is time to turn the reins over to a new co-editor. She feels honored, humbled, and inspired to serve the journal and believes it is in a great place for this transition. Ideally, the new editor will begin training in January 2016 and Dr. Toporek's term as editor would end May 2016.

For further information about role responsibilities and required background or to apply via email please send a cover letter describing intent and experience relevant to serving as a peer reviewed journal editor as well as a curriculum vita to rtoporek@sfsu.edu.

2016 CSJ Awards Call for Nominations

The CSJ Awards Committee is currently accepting nominations for the 2016 awards and we are counting on you to help us identify potential honorees. Take a moment now to go to the CSJ web site (<http://counseling-csj.org/awards/>) where you will find the list of awards and their qualifying criteria. Please note that some awards will require supporting documents with nomination submission. For more information, please contact the Awards Committee c/o of Joseph Williams (jwilli32@gmu.edu).

All nominations should be submitted electronically to the Committee Chair: Joseph Williams (jwilli32@gmu.edu) by **JANUARY 15TH, 2016**. All nominations will be reviewed according to the guidelines and requirements as listed for each award. The chair of the Awards Committee will notify all nominees and nominators of the outcome by **FEBRUARY 15TH, 2016**.

Social Justice Counseling Grant 2016

CSJ is excited to announce the second year of the Social Justice Counseling Grant! Please consider submitting a proposal. See our website for additional information and submission information: <http://counseling-csj.org/awards/>

CSJ and Counselors Without Borders trip to India

Counselors for Social Justice and Counselors Without Borders invites you to join us for a fascinating trip to India to learn about counseling in India. Counseling in India has been defining and redefining itself in schools while the criterion for hiring remains a Masters and/or Post Graduate diploma in Guidance & Counseling. Although mental health has been dominated by psychiatry and psychology, counseling is also beginning to establish itself as a profession in India with the establishment of a counseling national association and a number of activities throughout the country. For more information on this 10 day trip to Bangalore, India please email Dr. Sachin Jain at sacedu@yahoo.com

DESIGN A NEW LOGO FOR CSJ!

Counselors for Social Justice (CSJ) announces a logo design competition for CSJ members! CSJ members are encouraged to submit your logo design for CSJ which will be revealed on our division t-shirts during the American Counseling Association (ACA) 2016 conference in Montreal. WINNER WILL RECEIVE A FREE CSJ BRUNCH TICKET AT THE ACA MONTREAL CONFERENCE 2015!

Your exciting, creative, and innovative logo designs should exemplify CSJ's mission to work to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors. For further inspiration please visit our newly redesigned website at <http://counseling-csj.org> and email all entries to Anna Flores Locke at counseloranna26@gmail.com by December 18, 2016.

For more information on any of the events listed above please visit our CSJ website at <http://counseling-csj.org/> or email the contact provided in the description.



Bullying: A Social Justice Issue

Dr. Aida Midgett, Boise State University

Bullying is a major social justice issue youth face nationwide, impacting students of all racial/ethnic identities, genders, and socioeconomic statuses. According to national data, approximately one in three students between the ages of 12 and 18 report being bullied at school. Thus, it is imperative that counselors be equipped to intervene as advocates on both an individual and social level to address this problem. Bullying is defined as intentional, unwanted aggressive behavior that is often repeated within the context of relationships with perceived power imbalance. Although bullying occurs at every grade level, it escalates in late elementary school and peaks as students transition to middle school (Pellegrini & Van Ryzin, 2011). Although all counselors can play an important role in addressing bullying, school counselors are especially well positioned to be agents of change in addressing this issue.

Why is Bullying a Problem?

There are significant short- and long-term difficulties associated with bullying for all students involved, including targets, bullies, and bystanders. For example,

targets report negative emotional states (Nielsen, Tangen, Idsoe, Matthiesen, & Mageroy, 2015), including suicidal ideation and suicidal attempts (Klomek, Marrocco, Kleinman, Chonfeld, & Gould, 2007), decreased school attendance, and lower grades (Rueger & Jenkins, 2014). Students who bully report increased rates of substance use in adolescence (Kaltiala-Heino, Rimplela, Rantanen, & Rimpela, 2000) and exhibit a variety of problems later in life, including higher incidences of antisocial behavior, criminal violence, and contact with the police (Renda, Vassalo, & Edwards, 2011). Students who observe bullying as a bystander also report negative emotional symptomology and substance use (Rivers, Poteat, Noret, & Ashurst, 2009). In some instances bystanders report greater problems than the students who are directly involved. Given these wide-ranging negative consequences, it is clear that there is a need for counselors to take action to counteract bullying behaviors and set a tone for equitable treatment of all students.

School-Based Bullying Intervention Programs

The prevalence and difficulties associated with bullying has prompted a surge in research aimed at understanding and preventing bullying. Comprehensive,

school-wide programs such as the Olweus Prevention Program, KiVa, and Bully-proofing involve all stakeholders (e.g., students, teachers, staff, administration, parents, and community) in prevention and intervention efforts. Although, school-wide programs are considered best practice, outcomes studies show mixed results in their efficacy reducing bullying (Bradshaw, 2015). Furthermore, school-wide programs can be difficult to implement due to cost and required time allocation. Thus, there is a need for programs that can reach across a broad range of schools. Some researchers have studied stand-alone interventions that can meet this need through being less costly and requiring less time to implement (e.g., see Evers, Prochaska, Van, Johnson, & Prochaska, 2007).

An Example of How Counselors Took Action

A counselor education faculty member, a school counselor, and two counselor education students collaborated to develop the STAC training and strategies as a brief, stand-alone bystander intervention adapted from the Bully-proofing program. The aim of STAC is to train students as peer-advocates to intervene when they observe bullying at school. STAC stands for the bystander intervention strategies “Stealing the show,” “Turning it over,” “Accompanying others,” and “Coaching compassion.”

The first step in implementing STAC is for school counselors to select students to be trained as advocates who belong to different peer-groups within the school. School counselors are encouraged to select students

who demonstrate maturity, leadership qualities, personal responsibility, and are perceived to be a positive influence on their peers. After legal guardians consent and students agree to participate, graduate students enrolled in a counseling program conduct the STAC training. The training lasts 90-minutes and is comprised of a didactic and experiential component. The didactic component includes an audiovisual presentation discussing (a) the definition of bullying, (b) different types of bullying behaviors (i.e., physical, verbal, relational, and cyber-bullying), (c) the different roles associated with bullying (i.e., target, bully, and passive and active bystander), (d) negative consequences associated with bullying, and (e) the STAC strategies. Trainers incorporate several hands-on activities throughout the presentation to maintain students engaged. The experiential component of the training includes student participation in set role-plays. Trainers divide students into small groups per grade level and invite them to enact a bully situation and practice utilizing the STAC strategies.

Researchers found that the STAC training is effective in increasing students’ knowledge of bullying, understanding of the strategies, and general confidence intervening as peer-advocates for both middle school (Midgett, Dumas, Sears, Lundquist, & Hausheer, in press) and elementary school students (Midgett & Dumas, manuscript in preparation). Also, in a qualitative study investigating students experience as peer-advocates, researchers found that students’ perceived risks related to intervening in a bullying situation are eased by

the implementation of the STAC strategies, which in turn fosters a positive sense of self and strengthens positive personal values (Midgett, Moody, Rilley, & Lyter, manuscript in preparation). Randomized control trails are currently under way to investigate the impact of the STAC training and strategies on social/emotional outcomes for peer-advocates (Midgett & Dumas, manuscript in preparation).

Developing Partnerships

The STAC training and strategies were initially developed in response to a middle school counselor who reached out to a local Counselors for Social Justice branch and asked for help implementing a bullying reduction program at her school. The school counselor was committed to addressing bullying but did not have the resources to implement a school-wide intervention. The initial implementation of STAC was positive, and since then the training has been implemented at other middle and elementary schools, as well as a local therapeutic boarding school. Bullying prevention is a significant community need and social justice issue, one that all schools regardless of resources should have access to implement. The STAC training and strategies shows promise as a low-demand alternative to school-wide bullying reduction programs. The approach is more widely accessible, establishes school counselors as leaders in implementation, and engages counseling students and faculty in addressing bullying.

What Else Can Counselors Do?

In addition to developing partnerships to address bullying through a formal intervention, counselors can also take the following steps to create change:

- Develop awareness of your own attitudes and reactions to bullying.
- Reject the idea that negative, aggressive behavior is developmentally appropriate or ‘just kids being kids.’
- Help educate school personnel about bullying as a legitimate problem that needs to be addressed.
- Advocate for funding at the state or school board level to provide training and implement a comprehensive, school-based intervention.
- Assess bullying and be aware of the consequences of bullying when working with children and adolescences.
- Empower children and adolescents to effectively intervene as bystanders when they observe bullying.
- Support children and adolescents who are targets of bullying. Help them develop positive coping skills, reach out to others, and stand-up for themselves in a safe and effective manner.
- Help children who bully engage in alternative behaviors to establish themselves within their peer-group.
- Consider the long-term consequences of bullying when working with adult clients.

References

American Educational Research Association (2013). *Prevention Of Bullying In Schools, Colleges, And Universities: Research Report And Recommendations*. Washington, DC.

Bradshaw, C. P. (2015). *Translating research into practice in bullying prevention*. *American Psychologist*, 70, 322-332.

Evers, K. E., Prochaska, J. O., Van, M. D. F., Johnson, J. L., & Prochaska, J. M. (2007). *Transtheoretical-based bullying prevention effectiveness trials in middle schools and high schools*. *Educational Research*, 49, 397-414.

Kaltiala-Heino, R., Rimpela, M., Rantanen P., & Rimpela A. (2000). *Bullying at school: An indicator of adolescences at risk for mental disorders*. *Journal of Adolescence*, 6, 661-674. doi:10.1006/jado.2000.0351

Klomek, A. B., Marrocco, F., Kleinman, M., Chnonfeld, I. S., & Gould, M. S. (2007). *Bullying, depression, and suicidality in adolescents*. *Journal of the American Academy in Child and Adolescence Psychiatry*, 46, 40-49.

Midgett, A. & Doumas, D. M. (2015). *Training elementary school students to intervene as peer-advocates to stop bullying at school*. Manuscript in preparation.

Midgett, A. & Doumas, D. M. (2015). *Does intervening as peer-advocate to stop bullying at school increase social and emotional adaptation? A randomized control trail of the STAC training and strategies*. Manuscript in preparation.

Midgett, A., Doumas, D. M., Sears, D., Lundquist, A., & Hausheer, R. (in press). *A bystander bullying psychoeducation program with middle school students: A preliminary report*. *The Professional Counselor*.

Midgett, A., Moody, S., Reilly, B., & Lyter, S. (Manuscript in preparation). *A bullying bystander intervention at an alternative boarding school: A phenomenological study*.

Nielsen, M. B., Tangen, T., Idsoe, T., Matthiesen, S. B., & Mageroy, N. (2015). *Post-traumatic stress disorder as a consequence of bullying at work and school. A literature review and meta-analysis*. *Aggression and Violent Behavior*, 21, 17-24. doi:10.1016/j.avb.2015.01.001

Pellegrini, A. D. & Van Ryzin, & M. J. (2011). *Part of the problem and part of the*

solution: The role of peers in bullying, dominance, and victimization during the transition from primary to secondary school. In Espelage, D.L. & Swearer, S.M. (Eds.), *Bullying in North American Schools* (pp. 91-99). New York: Rutledge.

Renda, J., Vassallo, S., & Edwards, B. (2011). *Bullying in early adolescence and its association with anti-social behavior, criminality and violence 6 and 10 years later*. *Criminal Behaviour & Mental Health*, 21, 117-127, doi:10.1002/cbm.805

Rivers, I., Poteat, V. P., Noret, N., & Ashurst, N. (2009). *Observing bullying at school: The mental health implications of witness status*. *School Psychology Quarterly*, 24, 211-223. doi:10.1037/a0018164

Rueger S.Y., & Jenkins, L.N. (2014). *Effects of peer victimization on psychological and academic adjustment in early adolescence*. *School Psychology Quarterly*, 29, 77-88. doi: 10.1037/spq0000036.

CSJ co-sponsor IAMFC World Conference at New Orleans on March 10-12, 2016 Call for Papers

Greetings CSJ community,
I am glad to announce that Counselors for Social Justice (CSJ) has agreed to co-sponsor the International Association of Marriage and Family Counselors (IAMFC) World Conference in New Orleans on March 10-12, 2016. As part of the co-sponsorship IAMFC has allotted seven 50 minutes presentation slots to CSJ members. If you are interested in submitting a proposal please submit to the on-line portal through iamfconline.org. For your proposal to be considered as a CSJ/IAMFC track the proposals must be relevant to social justice as it relates to marriage and family counseling. In submitting your proposal please make sure that you indicate that the proposal is a "CSJ/IAMFC Track" submission. CSJ members are eligible to register under the membership rate for the conference. Early Bird registration rates will end on November 15, 2015. If you are interested in attending the CSJ-IAMFC World Conference please act quickly! For more information visit the IAMFC website <http://www.iamfconline.org/>. This is an exciting opportunity for CSJ members to collaborate with IAMFC colleagues. CSJ looks forward to future CSJ/IAMFC collaboration.

Counseling Students Can Create Social Justice Change & Advocacy

As students we have the option to be passive or active in our journey to becoming a social justice counselor; the choice is ours. When I was president of George Mason University's chapter of Chi Sigma Iota, I spoke to classrooms full of students who were new to our counseling program. I would often tell them that their experience is what they make of it. They have two choices: they can either attend class, do the assignments and go home, or they can immerse themselves in the field, attend workshops, conferences, symposiums, apply for leadership positions, take advantage of networking opportunities, partner with community organizations by volunteering, and work closely with professors that have shared interests. Even as students we have the power to create change and make a difference in the community we will be serving as social justice counselors one day.

An example of how a counseling student can affect change in the community comes in the form of an assignment I completed. The assignment was to interview a community agency that provides counseling services and uncover a need or an area of improvement, relating to a social justice topic, and create a logic model. I thought this was a great opportunity to get my foot in the door at the community agency where I wanted to complete my internship with, which, at the time, was still two years away. I interviewed the Director of the counseling program, and after our discussion he asked me to send him the assignment when complete. Two years later as I sat in the same conference room for my interview for an internship the Director not only remembered me but also shared that the agency had actually implemented the recommendations I made in my report on social justice. It was a very empowering feeling to know that, I - a first year student - was able to create change within a community agency to address a social justice issue. I was soon offered two placements within the site and accepted one. I encourage the students in our program to take every assignment as an opportunity to collaborate with professors and other students within our program and beyond. I also encourage other students to think about how they can apply the academic material and assignments in their personal and professional lives as they cultivate their identity and worldview as a social justice counselor.

Another way to be active in the field and create your network is by volunteering. The site I was interested in for my internship had several different branches and I chose to volunteer with one of them. I completed a 40+ hour training, in addition to an 18 week observation period in which I was able to co-facilitate a group for domestic violence offenders. This was an interesting choice for me because I have always wanted to work with survivors of sexual and domestic violence. I chose to work with offenders to help broaden my worldview and perspective, as taught and encouraged in our counseling program and the experience allowed me to see what social justice means to that population through hearing the challenges offenders face. Through co-facilitating this group I learned about cultural norms and values of the individuals in the group and I gained immense empathy for the offenders and the struggles they were facing. I was able to help the whole family system by decreasing the occurrence of domestic violence in the home through processing, education, and teaching emotional regulation techniques to the members of the group.

By being active and working closely with professors in our program I had the opportunity to be a part of a counseling outreach to Pine Ridge Indian Reservation in South Dakota. It was, by far, one of the most influential experiences in my life. The social injustices that we had read about felt so abstract compared to seeing the social justice issues, in person, everyday for the duration of the outreach. After the outreach, I had the opportunity to work on a qualitative study with a group of students and one of our professors. The research was accepted at the American Counseling Association (ACA), where I was able to co-present at my first conference in Orlando, FL this past March. A few months later, my passion for social justice issues was recognized by one of the professors and I was recommended to assist in planning a symposium around women's health and was additionally offered to speak on the panel during the symposium which addressed multiple social justice issues faced by women today.

My passion for social justice started over a decade ago when I started a project called Regain Your Voice, where I photographed survivors of sexual violence and they shared their stories with me. The project has been on display across the county to raise awareness around sexual violence.

Even as a student, once you find your passion, opportunities to make an impact start to appear. I was recently approached by a lifestyle website who has asked for me to become a contributor, writing on the topic of sexual and domestic violence, social justice, advocacy, and awareness. Additionally, the non-profit agency that I work for, providing mental health services to individuals who have previously been homeless, also recently contacted me to write an article for their newsletter on the topic of Culture and Mental Health. These opportunities allow me to reach community members to address social justice issues and inform them on ways they can be an active participant to end social injustice.

The most vital thing you can do as a student is to find your passion and run with it. Make your voice heard. Just because you are a student, do not underestimate yourself and the power you have to create change. Whether it is on a national platform or with your family and friends, you can and will make a difference in the lives of many individuals. These are seeds that we plant and hope they will grow to create change.

I could have just gone to class and gone home, but instead I chose to be fully involved in our program and take full advantage of the opportunities that were awarded to me by being accepted into our program. It is an honor that I never have taken lightly and I feel a responsibility to do what I can to be a catalyst for positive change in our community as a future social justice counselor.

Eliina Belenkiy

Master's Student

George Mason University

CSJ Newsletter submissions: Practitioner's Corner

Using a Social Justice Lens for Group Work in Counseling

Group counseling in a diverse society with several social-cultural hierarchies requires us to assess ourselves as counselors, and our clients on cultural identity, worldview, acculturation level, and privilege/oppression (Ibrahim, 2010). This will ensure that we can effectively facilitate a counseling group that responds to each group member's cultural identity, and recognize privilege and oppression issues as they affect members of a group. It also facilitates the development of cultural and social justice sensitivity among group members (Ibrahim, 2015).

Incorporating Social Justice in Individual Counseling in a Diverse Society

As social justice professionals we often wonder if our counseling interventions are addressing client privilege and oppression issues, especially given the multidimensionality of identity and the context of our diverse society, with several cultural and social hierarchies. Understanding and incorporating client specific concerns into counseling interventions requires us to not only understand and recognize our own and our client's cultural identity, worldview, acculturation level, privilege, and oppression, but also have the ability to incorporate these client-specific concerns into the counseling intervention. Examples of both the cultural and social justice issues and how to make the intervention meaningful, along with the primary assessment tools can found in Ibrahim and Heuer, 2015.

References

- Ibrahim, F. A. (2015). International consultation and training on group work. *Journal for Specialists in group work, 40*(1), 55-73. doi: [10.1080/01933922.2014.992503](https://doi.org/10.1080/01933922.2014.992503)
- Ibrahim, F. A. (2010). Innovative teaching strategies for group work: Addressing cultural responsiveness and social justice. *Journal for Specialists in Group Work, 35*(3), 271-280.
- Ibrahim, F. A., & Heuer, J. R. (2015). *Cultural and social justice counseling: Client-specific interventions*. New York: Springer.

“Optimism and Social Justice”

Dr. Jane Goodman, Past President of ACA

Counselors for Social Justice Luncheon,
ACA Conference, Orlando, FL, 2015

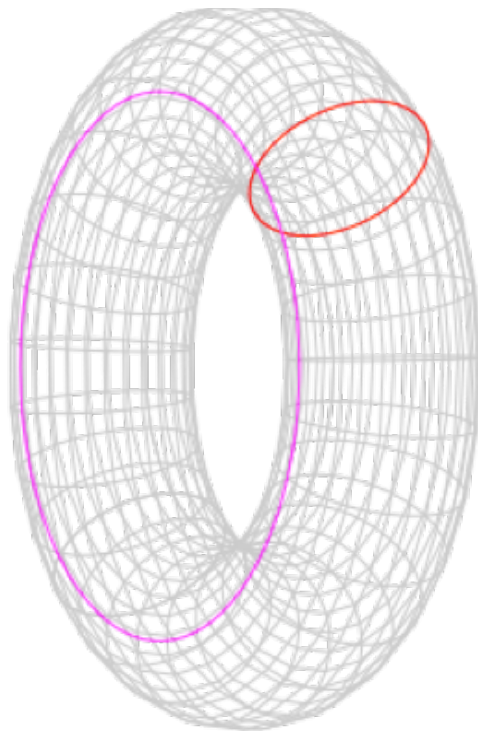
Adapted by Dr. Kevin Tate

(CSJ Communication Officer)

I had an interesting discussion with Nancy Schossberg and Allen Ivey at our table during lunch about the role of the counselor as it relates to focusing client's experience of oppression. Should we encourage clients to look at their oppression, or follow what clients want to work on? The conclusion of our discussion – it depends. In the end, counseling is an art and a science, and each client has unique needs and goals.

One way to approach this topic is to focus on hope. While we could dive into the work on hope by folks like Seligman, instead, let's imagine a context where you have no hope. For example, I have no hope that I can fully comprehend toric geometry, but want to use a concept from this framework as a metaphor for our discussion.

In geometry, a torus is a surface revolution generated by revolving a circle in three-dimensional space about an axis coplanar with the circle. If the axis of revolution does not touch the circle, the surface has a ring shape and is called a ring torus or simply torus if the ring shape is implicit. Here is an example:



So if I have no hope of learning this, why would I try? (OK if you pay me enough, or scare me enough I will pretend to try). So it is with personal growth, career growth, and relational growth. Hope is a necessary precondition for any such growth. And with hope, must come optimism. I admit to being an incurable optimist, even when the facts suggest otherwise.

[Jane – sings the song below from South Pacific by Rogers and Hammerstein]

When the skies are a bright canary yellow
I forget ev'ry cloud I've ever seen,
So they called me a cockeyed optimist
Immature and incurably green.

I have heard people rant and rave and bellow
That we're done and we might as well be dead,
But I'm only a cockeyed optimist
And I can't get it into my head.

I hear the human race

Is fallin' on its face
And hasn't very far to go,
But ev'ry whippoorwill
Is sellin' me a bill,
And tellin' me it just ain't so.

I could say life is just a bowl of Jello
And appear more intelligent and smart,
But I'm stuck like a dope
With a thing called hope,
And I can't get it out of my heart!
Not this heart...

I heard Ayaan Hirsi Ali (author of Infidel among other books) describe why she was an optimist. She said

she had to take the long view! She also said that change would come (She was speaking of Islam) when individuals asked hard questions about complex social justice issues.

So why am I an optimist?

First, I guess, it is because I believe that is the only useful way to feel. I would have no energy to try to change anything if I thought it was hopeless. As an example, I heard a Russian writer on NPR last week describing the difference between optimism and pessimism. The Pessimist says things are terrible and couldn't possibly be any worse. The optimist, yes they could be worse.

Second, I also take the long view and rejoice in improvements even when they are too slow or incomplete. I believe that even though there is major oppression for people of color, we no longer have slavery and at least black people have the legal right to vote. The celebrations in Selma last week were heartwarming even while they remind us that we are very far from having equality, racial justice, and the like. (Actually, the data seem to show that we have slipped in the last few years in attitudes. Some, including myself, think perhaps this is a reaction to a having president who is identified as black.) And I believe that although woman are still often expected to be submissive, (I am obviously a failure at that one) we do have the right to own property, vote, and, at least up to now in many states, the right to control our own bodies (live long Ruth Bader Ginsberg!).

Third, there are organizations like CSJ that I can join and surround myself with people who, for the most part, believe the things I believe and share my values about social justice and the eradication of oppression.

Perhaps I believe that what is most important is how we implement optimism..."implement optimism?" you might say. Let me explain:

1. Act in the face of oppression rather than being a silent spectator
2. Implement the ACA advocacy guidelines which I am proud to have sponsored (found on this web site under "Resources"). Promote the guidelines, distribute them, use them, and teach them
3. Work through ACA, who is much bigger and more influential than CSJ, to fight oppression and encourage social activism. This usually means working within their frameworks. They have a policy against taking stands on social issue, but there are structures to work within. For example, the governing council approves a legislative agenda; that is a time to make sure some of that agenda supports marginalized and oppressed peoples. Also, there is now a ACA center for research, and we can advocate for social justice topics to be studied
4. Encourage social justice minded people to run for office within CSJ as well as within the ACA structure. That means working within the system – to be ACA president you have to have 2 of the following: getting elected to governing council, becoming a region chair, becoming a division president. Committee responsibilities are often a way to move into the ACA inner circle. We must be purposeful in working toward change!
5. Advocate with as well as for oppressed clients and peoples
6. Maintain belief in the possible even when confronted with doubters. Harry Belafonte once said that it is important to preach to the choir – that way, they know that they have company and are not alone. I know that today I preached to the choir. I hope you are feeling a little bit motivated to go out and find more choirs – and maybe even create a few.