Counselors For Social Justice

February Newsletter

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

INSIDE

2 Best Practices in Mentoring Underrepresented Minoritized Counselor Educators
5 Child Trafficking: Warning Signs and Action Steps for School Counselors
9 Weaving Social Justice into the ASCA National Model
11 Supporting International Students During COVID-19
14 Disability Justice in Counseling
17 Counseling While BLACK
20 Research & Advocacy Spotlight
22 Board & Committee Updates

Message from CSJ's President:

January 25, 2021

Dear CSJ Members:

Change. This word captures the volatility and unpredictability of this past fall into 2021. Recently, we have seen a sitting president incite violence against the Capitol in an attempt to change the outcome of the election. We have seen a historically Republican state, Georgia, vote Democrat because Black women mobilized the vote of many historically disenfranchised and intimidated voters. The first event underscores the persistence of those who support a white supremacist agenda, and the second highlights the determination of those who will not be intimidated. At the same time, we have seen the impact of social and economic disparity as the pandemic has taken loved ones from families in primarily Black, Brown, and Indigenous communities. Our view of these changes must always be through the lens of social justice.

Social justice is both an outcome and a process. It is the continuous work of advocacy and support for our colleagues who identify as Black, Indigenous, Latinae, and Persons of Color. It is not achieved with the election of one person to high office – it is the continuous fight for access, opportunity, resources, equity, respect, dignity, voice, choice, autonomy, independence. Social justice is not the outcome of one election, it is systemically addressing racial violence and trauma.

Counselors for Social Justice are in it for the long haul. We are in it all the way, from the messy process of leadership and advocacy, to the thoughtful process of counseling clients, to the joyful process of graduation for new professional counselors and counselor educators. I hope you feel the calling deep in your soul to continue this fight, entering this messy, thoughtful, and joyful process. Because it is only when we work together, that we rise.

Dr. Colette Dollarhide, President

Best Practices in Mentoring Underrepresented Minoritized Counselor Educators

By: Tara M. Gray & Rachaun A. Callender

Recruitment, hiring, mentoring, support and retention of culturally and linguistically diverse faculty is integral to the social justice mission of counseling and the counseling profession (ACA, 2014; CACREP, 2016; Hays, 2019). Mentoring faculty, particularly those from underrepresented statuses, is especially important in maximizing opportunities for equity. Faculty mentorship creates a community of practice, provides support, generates dialogue, exchanges evidence based practices, increases faculty confidence and job satisfaction, and promotes professional development (Lari & Barton, 2017).

Research on mentorship highlights many positive outcomes for mentor, mentee, and the counselor education program overall. Based on a literature review of faculty mentoring in higher education, benefits include the recruitment, retention and advancement of underrepresented faculty, socializing new academics into the higher education program culture, increasing collegiality and relationship building with others, as well as strengthening and promoting professional growth and career development of both mentor and mentee. Further, increasing overall organizational productivity and stability is associated with successful mentoring (Fountain & Newcomer, 2018, p. 485). As the country moves to telecommuting and virtual working environments, the faculty mentorship provides instructional support and a byproduct of these interactions is mitigation of social isolation that may be experienced in an online professional workspace (Smith, 2015). Tran (2014) examined the role of mentoring in the success of women leaders of color in higher education while also advocating for mentoring as a catalyst for creating institutional change. In this case, these mentoring relationships between female faculty were most likely be a cross-cultural relationship between a mentee of color and a white mentor (Casto, Caldwell & Salazar, 2005). And while this type of mentoring relationship is common, white mentors in these scenarios must take additional steps to connect their mentees with other willing and available culturally diverse women within or outside of their departments who are successful in the field (Casto et al., 2005). Empirical data demonstrated that faculty mentorship oriented new instructors to their program culture, created a professional community of practice, and fostered coping strategies to combat and counteract systemic oppression and micro-aggressions (Tran, 2014).

Best practices in mentoring suggests it needs to be prioritized, intentional and developmental. Developing a structured mentoring program that includes a multisystemic framework of individual, cultural, program, and institutional factors is important (Ng, Lau & Crisp, 2019). Examples of mentoring designs include peer-to-peer, group mentoring, or pairing a more experienced faculty mentor with a new faculty mentee. If pairing mentors and mentees, consideration should be given to professional compatibility for positive mentoring experiences. These relationships will not only contribute to the professional success of your mentees but will also contribute to the development of their professional identity. Additionally, the developed professional identity of faculty can contribute to the professional identity development of students (Gibson, Dollarhide, Leach & Moss, 2015).

Faculty mentorship programs should include clear goals and objectives, expectations and guidelines for the program - including how to navigate the university system, advice on professional development and goals, and constructive feedback and collaboration (Fountain & Newcomer, 2018, p. 499). Specific mentoring goals could include providing instructional support, fostering a community of practice, and exchanging creative ideas

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for scholarship and teaching (Lari & Barton, 2017; Smith, 2015). Consideration of professional, ethics, boundaries, leadership style, and theoretical approach should also be included. Faculty should be encouraged to develop their professional goals in a non-hierarchical mentoring relationship that provides support and guidance for teaching and career development of new faculty.

Additionally, Schulz & Jones (2019, p. 133) emphasize a culture of inclusivity with all counselor education faculty, adjunct and non-tenure-track faculty (NTTF) and tenure-track faculty, and recommend professional development, promotion opportunities, inclusion in program and university decision making, autonomy in teaching and leadership roles to NTTF. For programs hiring NTTF, this recommendation aligns with faculty mentorship to create a culture of inclusivity.

Applying a relational-cultural theoretical approach to faculty mentorship combines multicultural and social justice competencies (Comstock et al., 2008) to the faculty mentorship relationship.

Regardless of theoretical orientation or leadership theory used by mentors, Tillman (2018) advocates mentoring faculty of color for racial equity in higher education and emphasizes key components in the development of formal and informal mentoring relationships. These relationships can be formulated to address mentees' career and psychosocial functions while alleviating professional and social isolation within the institution (Tillman, 2018). Underrepresented minoritized (URM) faculty tend to experience a number of barriers in comparison to their nonminoritized peers in higher education such as: neglect; limited understanding and/or acceptance of research; feeling uninformed and unsupported; and having limited or no access to culturally competent faculty mentors (Tillman, 2018; Casto, et al., 2005). Relationships designed to address these concerns have been particularly valuable to "women and faculty of color and other marginalized groups" (Tillman, 2018). Counseling education programs would benefit from the development of these formalized mentoring programs for URM faculty at the college and departmental levels.

Faculty mentorship programs for underrepresented minoritized faculty should be evaluated and reassessed annually using assessment tools that should include both quantitative and qualitative data (Ng, et al., 2019) and be used to continue developing the faculty mentorship program. Data should reflect the program objectives including support, satisfaction, retention and professional development of minoritized counselor educators. In addition to the program expectations listed above, the following implications for counselor education and faculty mentorship should be implemented at the college/university and departmental levels:

1. Develop a structured, intentional faculty mentoring program.
2. Provide clear goals, expectations and guidelines for the program.
3. Goals include adding to a culture of social justice and inclusivity in the program and profession.
4. Provide college/university and program trainings and orientations for new faculty.
5. Evaluate the faculty mentorship program.
6. Continue program development based on data.

In our experience in an online counselor education program at a college with several adjunct faculty, we strive to incorporate the values of social justice and advocacy throughout the program, including in our recruitment, interviewing, hiring, orientation, faculty training and meetings, and mentorship. Last year we were able to add 4 new URM adjunct faculty to our growing program and all of them have continued their contracts each term since starting. We also created and continue to develop opportunities for faculty and student collaboration on regional and national presentations, Tips for Faculty Success, Tips for Faculty Self-Care, a Faculty Survey, and advancement of one adjunct assistant URM faculty to associate faculty. This article is a product of a successful cross-cultural mentoring relationship where the engagement of both career functions such as assistance with teaching, research, publishing, and conference presentations was met with psychosocial functions such as personal support and advice. In this growing relationship, both mentor and mentee look forward to continued success in counselor education as well as a partnership in the continued development of a faculty mentorship program for URM faculty at the college and departmental levels. In conclusion, best practices in faculty mentoring of URM in counselor education include prioritizing a structured faculty mentoring program with ongoing program development and clear goals including social justice and supporting new, diverse faculty for success in counselor education.

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Child Trafficking: Warning Signs and Action Steps for School Counselors

By: Rawn Boulden & Julia Barrufi

Human trafficking is a highly-prevalent social justice issue both in the United States and worldwide. Anti-Slavery International (n.d.) defines human trafficking as "the process of trapping people through the use of violence, deception or coercion and exploiting them for financial or personal gain" (para. 1). Globally, there are approximately 25 million victims of human trafficking (International Labor Organization [ILO], 2020). Often referred to as "modern slavery," human trafficking can occur in any community and transcend gender, age, and nationality (United States Department of Homeland Security, n.d.). Overwhelmingly, women and girls are more commonly targets of human trafficking, accounting for roughly 71% of victims of human trafficking (ILO, 2020). Furthermore, children account for nearly 25% of all victims worldwide. Globally, human trafficking generates roughly 150 billion dollars in profits. Given its profitability, it is not surprising that human trafficking has emerged as the second-largest criminal industry across the world (United Nations Children's Fund, n.d.).

Domestically, while it is difficult to quantify the extent of human trafficking, cases have been reported in all 50 states (United States Department of Education, 2013), although Polaris (n.d.-c) approximates that roughly 11,500 cases of human trafficking were reported through their national hotline. Aligned with global statistics, most victims are women and children. California has the highest rate of reported human trafficking cases (1507) whereas South Carolina has the lowest rate in the nation (139; National Human Trafficking Hotline, 2019). Nonetheless, these statistics are quite startling and have deservedly caused increased attention to this global social justice and human rights issue. As mentioned previously, children are disproportionately impacted by trafficking. It is estimated that 24-56% of children are subjected to physical violence; additionally, 24-51% experience sexual abuse (Kiss et al., 2015; Varma et al., 2015). In fact, Erase Child Trafficking (n.d.) asserts that, daily, 46 children are survivors of child trafficking. Logically, child trafficking often profoundly impacts childrens' holistic wellbeing.

Impact on Youth

Survivors of child trafficking often experience various mental health and physical obstacles. Firstly, prior research noted high rates of depression, anxiety disorders, self-harm tendencies, and posttraumatic stress disorder (Kiss et al., 2015; Varma et al., 2015). Emotionally, research has reported that child survivors may experience a sense of guilt, deflated self-esteem, and a sense of hopelessness (End Child Prostitution and Trafficking International [ECPAT], 2006). Physically, given the often-inhumane environment to which they are subjected, survivors often experience long lasting health-, hygiene- and diet-related deficiencies (ECPAT, 2006; International Programme on the Elimination of Child Labour, 2001). Furthermore, survivors are at increased risk of sexually-transmitted diseases (American Bar Association, 2010). Child trafficking also often proves deleterious to children's educational outcomes. For example, researchers found that many survivors experience (1) developmental delays, (2) poor memory and verbal skills, and (3) greater likelihood of being retained (Eckenrode et al., 1993; Friedrich et al., 1983; Gaudin, 1999; Kendall-Tackett & Eckenrode, 1996). Given these consequences, schools can play a pivotal role in combating child trafficking.

Schools' Role in Combating Trafficking

Schools are often viewed as a "safe haven" for students; that is, a location in which students can generally face protection from external strife and connect with school personnel with a vested interest in their wellbeing and success. Thus, school personnel are well positioned to curtail child trafficking. For example, all 50 states have enacted mandated reporting policies for school staff (Child Welfare

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Information Gateway, 2019), requiring school personnel to report concerns regarding child abuse and neglect. Moreover, the United States Department of Education (2015a) fervently state that schools are obliged to (1) provide professional development on human trafficking, (2) educate students on warning signs, and (3) develop a clear plan to address potential disclosures or suspicions. Additionally, the United States Department of Education (2015b) asserts that "everyone who is part of the school community—administrators, teachers, bus drivers, maintenance personnel, food service staff, resource officers, and other school community members—has the potential to be an advocate for child victims of human trafficking" (para. 5). Despite the dearth of state education mandates pertaining to training in child trafficking, school counselors, particularly, are well positioned to help create a more "anti-trafficking" school climate (ASCA, 2019). Thus, in the following section, we offer key warning signs for school counselors and school staff, followed by salient intervention steps that are consistent with the extant literature:

- **Sudden Increase in Material Items.** In many instances of child trafficking, predators will attempt to groom their targets with expensive items (e.g., clothing, shoes, cell phones) to gain their trust. Eventually, children are often coerced into engaging in illicit activities (e.g., drug dealing) to pay back their exploiter (Stop the Traffik, n.d.). Thus, school counselors and school staff should note drastic changes in students' apparel and materialistic possessions.
- **Physical Signs.** School staff should note bruising, red marks, burns, and lacerations on students' arms, legs, and other body parts (Stop the Traffik, n.d.). Additionally, students may be constantly hungry and/or appear to be malnourished and may generally have poor physical or dental health (Nevada Attorney General Aaron Ford, n.d.).
- **Behavioral Signs.** Survivors of child trafficking may avoid socializing with peers, provide minimal eye contact during conversations, and display signs of depression and/or fearfulness (United States Department of Justice, n.d.). Moreover, students may provide responses to relatively-innocuous questions that seem rehearsed, show signs of heightened irritability, struggle with establishing and/or sustaining relationships, and daydream during classes (United States Department of Education, 2015a).
- **Academic Signs.** Survivors of child trafficking may experience obstacles that impede their academic success. For example, survivors may have a bevy of unexplained absences, perform below average across several subjects, and/or have frequent tardiness (Polaris Project, n.d.-a). Furthermore, students may have attended multiple schools over a relatively-short period of time (Polaris Project, n.d.-b). Lastly, students may be habitually sleepy in class, appear withdrawn from others, and/or may brag to peers about having or making a lot of money (Shared Hope International, n.d.).
- **Social Media.** With the increase of technology use due to the ongoing crisis, there is a rise in cyber reports involving the exploitation of children according to the National Center for Missing & Exploited Children (2020). Therefore, school counselors should pay extra attention to students mentioning online friends or students heavily wrapped up in social media. Many traffickers have different tactics for grooming children at any age, and commonly can involve using another youth to gain their trust. Moreover, school counselors and school staff should make note of conversations centered on explicit and/or hypersexualized content posted on students' social media accounts (Polaris Project, n.d.).

It is important to highlight that one warning sign does not necessarily mean that the student is a survivor of child trafficking. In fact, some students may show none of the aforementioned signs, providing even more of a challenge for caregivers, educators, and child welfare professionals alike. Nonetheless, it is important that school counselors and school staff take appropriate measures to ensure students' wellbeing.

Action Items

Given the highlighted warning signs, it is imperative that school counselors employ an ethical and measured approach in supporting students who may be victims of child trafficking. Regrettably, scant research exists citing evidence-based interventions to support survivors of child trafficking. Despite this paucity, school counselors must be diligent in providing necessary supports to survivors within the school counselor scope of practice. Firstly, school counselors should heed the advice of their school district's policies related to child trafficking, if policies exist. Consistent with the literature, it is important to follow the mandated reporting policies of the state in which the student lives (National Research Council, 2013; Todres, 2016); like any ethical dilemma, the school counselor should consider possible ramifications such as students' future

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reluctance to report, fearing retribution from traffickers (National Research Center, 2013), although this should not deter school counselors from their duty to report. Despite this possible mistrust, school counselors should check in with the student following reporting, demonstrating continued care for their wellbeing. Next, it is important to follow an ethical decision-making model, such as STEPS (Stone, 2017) or a model provided by the American Counseling Association. School counselors also have a professional responsibility to serve as an advocate for students. Thus, it would behoove school counselors to explore any helpful school-based modifications and accommodations, such as (1) breaks when needed, (2) reduced school days, and (3) homebound instruction, if needed; additionally, aligned with recommendations from the National Center on Safe Supportive Learning Environments (n.d.), school counselors are well positioned to advocate for clear district-level child trafficking protocols, if none exist. Next, school counselors can proactively provide professional development to school staff, sharing (1) important warning signs and (2) reporting protocols. Lastly, aligned with the school counselor's role, it is important to consider including parents and/or caregivers in schools' prevention efforts. Thus, it would be beneficial to provide resources to caregivers regarding warning signs and how to keep their children safe (e.g., how to monitor social media use, hotline information).

Conclusion

Child trafficking is a global crisis impacting virtually every corner of the earth. In fact, unknown survivors attend schools spanning across the United States (National Center on Safe Supportive Learning Environments, n.d.). School counselors are uniquely positioned to champion for all students' needs, including survivors of child trafficking. Despite the lack of national mandates regarding training on this topic, it is imperative that school community members recognize possible signs and report through the proper channels. Given school counselors' collaborative approach in effecting change, they can help lead the charge to promote anti-trafficking school environments.

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Weaving Social Justice into the ASCA National Model: Promoting Themes of Leadership, Advocacy, Collaboration and Systemic Change in Schools

By: Jessica Bell & April LaGue

School counselors must operate from a social justice perspective to achieve equity in the schools we serve. Understanding that "given the racial/cultural and economic underpinnings that are linked to the academic achievement disparities that continue to exist in the United States, experts have increasingly directed attention to the new roles school counselors can play to proactively address these differences" (Bemak and Chi-Ying Chung, 2008). However, adopting another new role should no longer be the goal. Instead, school counselors can integrate a social justice framework into roles they already play by weaving equity values into ASCA's foundation of leadership, advocacy and collaboration to enact systematic change and ensure that all our students have the skills to reach their goals (Young, 2019).

Utilizing a Social Justice Framework

School counselors should use a social justice framework to advocate for at-risk students in schools. Social justice frameworks give detail and attention to how practices liberate, rather than oppress, the underrepresented populations of our school systems, mainly students. Committing to a social justice framework in our schools requires that we work to understand the historic patterns of injustice and inequalities of our students. It means that we hold ourselves accountable for our actions in allowing those patterns to exist in our school systems (Sensoy & DiAngelo, 2009). Promoting a social justice framework is traditionally compartmentalized as an additional task for school counselors to manage; however, we can be far more effective and efficient by merging a social justice framework with our daily practice. For example, it's clear that underrepresented students are often tracked into less rigorous courses and therefore set on a path riddled with barriers to enroll in college courses (Holcomb-McCoy, 2007). As gatekeepers to rigorous courses, school counselors must recognize the profound impact that master scheduling has on social justice and equity at their school. By intentionally examining the types and numbers of courses offered, trends in enrollment, and comparing master schedules from year to year, school counselors play a pivotal role in ensuring equitable access to the courses that open doors to bright futures for our students (Johnson, 2002). In this way, using a social justice framework is a practice that should flow organically into our daily interactions with students and the community that supports them.

Leadership

School counselors should be leaders in their schools, in part because "advocacy, collaboration and systemic change all require using leadership skills at varying degrees" (Young, 2019, para. 9). Young defines leadership in the school counseling context as professionals who examine and grow their interpersonal influence, professional efficacy and resourceful problem-solving skills. This can be achieved through modeling self-awareness of implicit bias as well as how to openly discuss social justice issues with colleagues and students. School counselors show courage and vulnerability by initiating solution-focused conversations about oppressive systems in the spaces where they are already leaders (i.e., Behavioral Support Teams, school and district committees, meetings with administration, etc.). Doing so can build relationships that increase our interpersonal influence.

Advocacy

Advocacy requires courage to be able to initiate conversations with staff and stakeholders who exhibit

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problematic beliefs that negatively impact students' access to academic, career, and social opportunities. For example, research shows that Black students are more likely to receive disciplinary referrals than White students due to implicit racial bias that Black students have a tendency towards violence, resulting in a disciplinary referral gap. (Gregory & Roberts, 2017, p.191). The disciplinary referral gap serves to increase the achievement gap as Black students are denied access to the classroom (through detentions), social events, and career boosters like letters of recommendations from school staff. According to Ratts and Pederson (2009), "social justice counseling addresses power dynamics, issues of equity, and oppression in all of its forms" and it is the school counselor's role to facilitate that process (p. 13). Continuing education is critical to so that school counselors can confidently address problematic policies and practices without further perpetuating harmful mindsets. This can be supported through a graduate program that integrates a rigorous social justice framework. School counselors can also obtain their ASCA Closing the Gap Specialist certification. Free webinars and district book clubs also provide opportunities for professional and personal development that can help school counselors advocate for social justice in their schools. Effective advocates will have pioneered the long process of self-examination, so they are poised to support their colleagues' journey. The combination of self-awareness and continuing education is a strong antidote to the harmful beliefs about underprivileged students' capabilities and intentions lurking beneath the surface of many well-intentioned school personnel.

Collaboration

If we want social justice for our students, then we must build a community of support for programs that promote equity and support students holistically. Effective school counselors know that "isolative decision-making does not effect change, nor does it produce organizational effectiveness" (Young, 2019, para. 24). Engaging stakeholders is a social justice issue. We know when more parents and guardians are involved in school, the more successful their students are and that "there is a clear gap between the involvement of parents according to SES and education level" (Holcomb-McCoy, 2007, p. 75). School counselors can collaborate with staff, administrators and community; subsequently, breaking down barriers to parent involvement, creating pathways to success. Empowering students is key to the role of school counselor, and one important way to do this is by collaborating with students to better understand their needs. School counselors can use collaboration to shift school culture towards celebration and acknowledgement of our diverse community, thus, amplifying the voices of underrepresented populations.

Conclusion

Leadership, advocacy, and collaboration are the foundation of systematic change and school counselors need to be devoted to weaving social justice into their daily practice as a school counselor. Doing so has rippling effects throughout our schools and communities. Or, as Rebecca Solnit, author of *Hope in the Dark*, said so beautifully: "Direct action is indirectly powerful." Looking at the aforementioned activities through the lens of a social justice framework can increase awareness and harness the intentionality of promoting equity for our students.

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Supporting International Students During COVID-19

By: Gene Dockery, Richa Bhatia, & Keamogetse Khudu

In 2020, the world encountered a pandemic that led to many changes in peoples’ lifestyles and even standards of living. As universities started to transition to online learning, school and work changed for both domestic and international students in the United States. Universities handled the pandemic differently based on their state and resources. While many domestic students returned home, international students did not have this option without jeopardizing their future chances of returning to the United States. On July 6, 2020, the Department of Homeland Security made an announcement which prohibited international students on different study visas from continuing their studies if all their classes transitioned to online instruction (Alvarez & Shoichet, 2020). This statement also meant that the department would not be issuing any new student visas to international students who were admitted to programs starting Summer or Fall 2020.

This news brought distress and uncertainty to international students and universities that thrive on diverse student populations and global perspective. On July 8, Harvard University and the Massachusetts Institute of Technology (MIT), advocating for international students across the States, filed pleadings in the U.S. District Court for the District of Massachusetts in Boston (Reif, 2020). This led to ICE having to amend its ruling to let international students stay in the United States even if all their classes were online (U. S. Immigration and Customs Enforcement, 2020).

This was relieving news for all the international students and the universities across the nation. When the ruling came out, Richa (one of the authors), was working at the Office of International Education at her previous university as a graduate assistant. Many international students left the country as soon as ICE issued the ruling. These students were at different points in their degree programs and had spent thousands of dollars on their studies when they decided to leave their careers and return home.

Another issue many international students faced was the loss of employment and reduced funding. As many universities’ instruction went online, many students lost their assistantships and other types of jobs across campus and many students had problems paying rent and securing food. Since international students are not legally allowed to work off-campus, on-campus work is the only option available. Due to this, many students were unable to support themselves, and turning to their universities was the only option they had. This issue is ongoing as many international students cannot go home or get a university job because of the pandemic.

Current Advocacy Initiatives & Leadership

The events around the pandemic show a need for action and initiatives that can help international

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students during these difficult times. Many universities across the country were forced to act immediately concerning the impact of COVID-19. As large numbers of domestic students went back to their respective homes, international students were left to figure out their next steps.

At Ohio University (the university of the authors), as the administration came up with ways to combat the situation, a group of international students teamed up to start an advocacy task force that would provide much needed support. In March 2020, the International Student Task Force was created which was led by five international graduate students. With the help of Athens city leadership, members of the Mayors Roundtable, and community members, they were able to raise funds for the International Student Emergency Relief Fund. The leadership and advocacy of the International Student Task Force provided financial and non-financial resources for international students during the summer. The group continues to work on getting more funds for winter break.

NAFSA, the Association of International Educators, has shown great initiative on how leaders should act during a crisis (Kaul et.al, 2020), appropriate leadership is needed during these uncertain times. When there is great uncertainty and limited information, leaders have to be creative and strategic when it comes to problem solving. NAFSA had a response to the federal government in March 2020, they proposed advocacy efforts on behalf of international students and programs (Springer, 2020). NASFA offered four broad recommendations:

(1) Protect the immigration status of students, scholars, staff, and faculty. (2) Exercise flexibility on deadlines, filing windows, penalty counts, and reporting requirements. (3) Employ a “one government” approach to ensure that all agencies and components honor each other’s COVID-19 policies and adjustments. (4) Allocate resources to handle seasonal surges and plan for post crisis surges (Springer, 2020).

This pandemic has shown a need for competent and thoughtful leadership and advocacy. Kerrissey and Edmondson (2020) share that it is easy for leaders to fall into traps during a pandemic. To be able to pass the “coronavirus leadership test” leaders ought to be honest with their followers, have a sense of urgency, have recognition that mistakes do happen, and have a plan for action (Kerrissey & Edmondson, 2020).

Next Steps for Counselors

In all leadership and advocacy initiatives, time should be taken to ask the people you are hoping to assist what their concerns are and what they believe would be helpful. Acting without this valuable perspective can harm those that counselors hope to help. Next steps must include international students and educators.

Counseling Students

A counseling student can be an ally by providing peer support, creating more social opportunities for international students, and reaching out to the international students at their university. They can promote intercultural sensitivity and awareness among domestic students (Kawamoto, 2018). Additionally, counseling students can advocate at both program and university levels for initiatives to assist these students or join existing initiatives, especially those led by international students and/or educators.

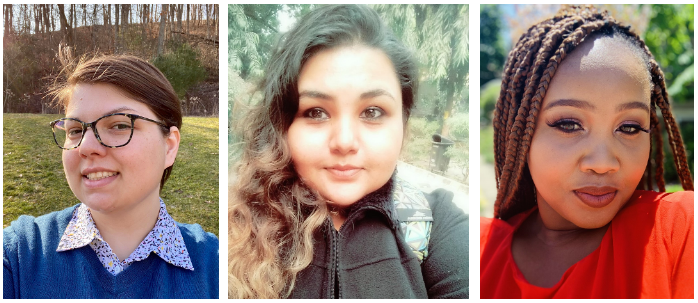
Counselor Educators

Counseling faculty can aid international students in numerous ways. On an individual level, counseling instructors can reach out to their international students and provide direct support. In the classroom, they should make sure that they include the perspectives of international counselors, avoid ethnocentrism, and improve their teaching by educating themselves on the internationalization of pedagogical practices and the counseling profession (Arthur, 2017). At a university level they can make sure that there is communication happening across campus. This includes fostering peer-support, developing inter-university contacts (e.g. administrators, support staff, and other faculty members) and establishing a close working relationship with the international student services office (Arthur, 2017; Poyrazli, 2015).

College Counseling Centers

Counselors should have adequate multicultural training that includes: how help-seeking varies across cultures (Arthur, 2017; Kim, et al., 2019), that the expectations for mental health care is different across cultures (Arthur, 2017), designing and executing culturally relevant and respectful interventions with international students (Kim, et al., 2019; Guo et al., 2019; Poyrazli, 2015), and assessing cultural influences to presenting concerns (Arthur, 2017). Counseling centers should have resources, services, and outreach specifically directed to international students (Kawamoto et al., 2018). They should also advocate for or create initiatives that address international student wellbeing.

There is a clear need for support for international students during the ongoing pandemic. Thus, counselors have a responsibility to aid international students at their universities and in their communities. Increasing their sense of belonging and community, assisting them in receiving effective and culturally competent mental health care, and advocating for funding and additional support services at both a community and university level would make a significant difference in addressing the disparities that international students are experiencing at this time.



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Disability Justice in Counseling: Combating Ableism Through Disability Identity Development

By: Katherine Colver

The Disability Justice (DJ) movement acknowledges that ableism is at the core of disability oppression along with racism, white supremacy, heteropatriarchy, capitalism, and colonialism (Sins Invalid, 2019). These forces dominate the medical community and the field of counseling. Counselors committed to social justice must include ableism in conversations about oppression and justice, understand and dismantle ableism, and engage in approaches to counseling that are aligned with DJ. Disability Justice is grounded in a commitment to "leadership of those most impacted" (Sins Invalid, 2019, p. 23); for counselors, this can be translated into becoming stronger allies to clients with disabilities and begins with listening to and learning from clients with disabilities and other intersecting marginalized identities. In light of the need to incorporate DJ into counselor action, this paper has three aims: a) To examine ableism within the context of the dominant medical model approach to counseling; b) to discuss the benefits of incorporating a DJ approach into counselors' work with clients and their communities; and c) to offer suggestions for ways that counselors may adopt this approach to client care, with a particular focus on the role of disability identity development.

Ableism and the Medical Model

Ableism refers to prejudices and discriminatory actions toward people with disabilities (Dunn, 2019). Examples of ableist attitudes that underlie micro and macro acts of discrimination include viewing people with disabilities as inferior, their disabilities are problems to be fixed, and their lives are not worth living. Ableism is central to the harmful history of disability in the US and has been characterized most pronouncedly by a long history (and present day) use of eugenics, sterilization, institutionalization, the Ugly Laws, and daily ableist microaggressions towards persons with disabilities in healthcare, from family members, the workplace, school settings and the community in general (Piepzna-Samarasinha, 2018). The medical model views disability as a problem to be fixed, reflecting the ableist attitude that people with disabilities are defective and, in order to achieve 'normality' based on able-bodied ideals, their conditions must be fixed (Dunn, 2019). According to Piepzna-Samarasinha (2018), the medical model is "a concept that has deep roots in ableist ideas that when there's something wrong, there's either cured or broken and nothing in between, and certainly nothing valuable in inhabiting a bodymind that's disabled in any way" (p. 263). The medical model perpetuates the attitude that people with disabilities are not worthy; implicit in this attitude is the belief that those with disabilities do not want to be disabled, which fails to acknowledge the salience of a *disability identity* (Dunn, 2019).

The medical model has dominated the professional training of counselors for decades. For example, our profession relies on the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM-5; American Psychiatric Association, 2013) – a diagnostic and classification system that defines psychological conditions based on symptom clusters located within the individual. For instance, a disproportional number of Black and Brown individuals are diagnosed with DSM-5 behavioral disorders associated with delinquency (e.g., Antisocial Personality Disorder, Conduct Disorder, and Oppositional Defiant Disorder) compared to White individuals (Baglivio et al., 2017). The diagnostic criteria for Oppositional Defiant Disorder in the DSM-5 is "a pattern of angry/irritable mood, argumentative/defiant behavior, or vindictiveness lasting at least 6 months" (American Psychiatric

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Association, 2013, p. 462). These diagnostic criteria only describe mood and behavior patterns within an individual, making no mention of the environmental and systemic factors that could contribute to a person feeling and behaving in these ways. This example highlights the problem with the medical model. While efforts have been made to address environmental factors (e.g., V codes, Z codes), these codes do not inform or qualify a diagnosis per se, nor are these environmental codes related to ableism and other allied systems of oppression.

In addition, despite the cultural competency movement in the field of counseling, many traditional counseling theories taught in CACREP training programs are aligned with the medical model (e.g., CBT, SFT, Psychodynamic), conceptualizing difficulties as problems within the individual. Moreover, there are no counseling theories/models that consider the experience of disability. Feminist and other multicultural counseling approaches (e.g., relational cultural therapy) also fail to address ableism and disability. It is clear that ableism is so deeply entrenched in our field that even the most progressive modalities and movements within the field continue to ignore it and thus perpetuate it.

Ableism and Counseling

Counselors must examine their own ableist attitudes and biases that may have developed from the medical model. For example, a counselor may believe that a person with disabilities is suffering because of their disability, resulting in mis-guided counseling supports and interventions. In addition, counselors may unconsciously praise individuals with disabilities for participating in everyday life activities (e.g., work, school), otherwise referred to as “inspiration porn” (Dunn, 2019). This form of ableism perpetuates the attitude that persons with disabilities are unable to participate in life, or, must participate in a way that is extraordinary in order to be valued (Dunn, 2019). The consequences of ableism for people with disabilities include increased stigma and stereotypes, internalized ableism, deindividuation, and the perpetuation of systemic oppression (Dunn, 2019).

Piepzna-Samarasinha (2018) also asserted that the binary of the medical model contributes to decreased self-worth and suicidality among people with disabilities. Indeed, the medical model is a harmful counseling orientation, and can be particularly deleterious for persons with disabilities. Nonetheless, the medical model remains central to our current health care system – a system that was built on white supremacy, capitalism, racism and ableism. On the other hand, the DJ approach is well aligned with our profession’s focus on social justice and multiculturally competent counseling and offers a pathway to approach client care and advocacy through recognizing wholeness, intersectionality, interdependence, collective access and liberation (Sins Invalid, 2019).

A Disability Justice Framework for Counselors

A DJ framework promotes the understanding that all bodies are unique, essential, and have strengths and needs. DJ posits that the empowerment of people with disabilities exists *because* of the complexities of their bodies, not *despite* the complexities (Piepzna-Samarasinha, 2018; Sins Invalid, 2019). DJ recognizes the salience of intersectionality—or the ways in which oppressive institutions such as racism, sexism, and ableism are interconnected and cannot be examined separately from one another (Sins Invalid, 2019)—and that *all* individuals are limited in some way by ability, race, gender, class, sexuality, religion, and more; a DJ approach emphasizes that cultural identities do not exist in a vacuum (Sins Invalid, 2019). A counselor taking a DJ approach to client care would therefore recognize that people with disabilities are *whole* people, with interests, desires, expectations, and identities above and beyond that which is related to their disabilities (Sins Invalid, 2019). For those with a strong disability identity, disability may bring a source of pride, confidence, and connection; at the same time, an individual with a disability identity may have multiple other identities and communities which bring the individual joy and quality of life. Recognizing wholeness—or that each person is full of history and life experience outside of western notions of productivity (Sins Invalid, 2019)—allows for the counselor to consider disability

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as one component of the individual that may or may not be linked to the client's presenting difficulties or distress. Assuming disability is the source of distress or avoiding disability altogether is grounded in ableist beliefs and counselor implicit bias (Dunn, 2019).

The Role of Disability Identity in a DJ Approach to Counseling

Counselors taking a DJ approach center wholeness and intersectionality at the core of their work and prioritize supporting clients with disabilities in connecting with the disability community to strengthen access to collective care, liberation, and disability identity.

Disability identity is the extent to which an individual has integrated their disability into their sense of self; the extent of shame they feel or pride they take in their disability; and the extent of connection they feel to the disability community (Forber-Pratt et al., 2019). Counselors who incorporate DJ principles also become natural allies, engaging clients as experts and leaders versus passive patients. In addition, this approach views clients as individuals and as members of a community with solidarity, sustainability and a unique identity experience (Forber-Pratt et al., 2019). To facilitate disability identity work within the counseling context, once rapport is established, a counselor may explore their clients' disability identities, while allowing clients the opportunity to guide their readiness for these conversations (Forber-Pratt et al., 2019).

A medical model orientation perpetuates ableism and thus contributes to the many psychosocial barriers experienced by persons with disabilities. Counselors have an opportunity to interrupt this pattern through a DJ orientation and a focus on disability identity (Forber-Pratt et al., 2019). Research suggests that individuals with a strong disability identity experience better health outcomes as compared to those who reject their disabilities (Forber-Pratt et al., 2019). Specifically, supporting disability identity may combat internalized ableism (Forber-Pratt et al., 2019), strengthen a client's self-concept, and facilitate empowerment, self-determination and interdependence. Indeed, persons with a strong disability identity do not seek to cure their disabilities; rather, their focus is on removing their physical, societal, and systemic barriers (Forber-Pratt et al., 2019) to liberate themselves and their community.

Conclusion

Katherine Colver

Counselors who become allies of the disability community are in a strong position to develop and effectively apply a disability justice orientation. Counselor allyship involves continual learning, perspective shifting, and challenging the dominant ideas about disability rooted in ableism (Forber-Pratt et al., 2019). Counselors who center their work in DJ commit to learning from and connecting with the disability community and continually center intersectionality, wholeness and interdependence at the core of their work. DJ counseling is about liberation! As Leah Lakshmi Piepzna-Samarasinhastates in *Care Work: Dreaming Disability Justice* (2018), "I do not want to be fixed. I want to change the world. I want to be alive, awake, grieving, and full of joy. And I am" (p. 277).

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Counseling While BLACK: Reflecting on Maintaining Cultural Competence During Times of Social Unrest

By: Natasha Barnes, Tameka McIntyre, & Cleveland Phinisee

BLACK LIVES MATTER.

As Black counselors, it is important to not only understand social injustice and unrest, but to learn to work through the stress that is experienced due to social injustice and unrest. To combat the stressors that social unrest may bring for numerous Black counselors, it is imperative that multicultural competence be used as the compass for all professional encounters. Black counselors have the challenge of balancing their own stress and grief experienced due to social injustices with that of their minority clients; therefore, the more competence they have regarding their own cultural backgrounds and the backgrounds of others, the more successful they can be in the navigation of feelings around racism and discrimination. To remain multiculturally competent during these times, one must maintain awareness of beliefs and attitudes about issues of social unrest and different racial populations, acquire the knowledge necessary to work with different cultural backgrounds, and obtain the skills to work through feelings around social injustice issues while helping clients, parents, coworkers, etc. work through their issues regarding the same.

Awareness

With awareness, Black counselors may find that their awareness may be two-fold. They may have to work through their own values, biases, and prejudices while combating the values, biases, and prejudices that target them. At times, Black counselors withstand social injustice from others to provide services for all, even when some of the services are provided to those who participate in their oppression. Below are two brief reflections that the authors have experienced. Tameka, the second author, begins by sharing that "as a school counselor, social unrest can come from all directions."

She continues on with the following: "While serving as the only Black high school counselor at my school, out of four, I must attest that the journey has been rather complex, especially during such times of social unrest. I have had several incidents of microagressions, discrimination, etc. For example, it is not common for me to hear microaggressions such as 'the kids love some Ms. McIntyre', only to recognize that the Black students were the ones being referenced, to be asked to speak with a biracial student about hygiene and upkeep (when this student was not assigned to me), and to have colleagues make racist remarks about the incoming Vice President due to the color of her skin ('that Black girl don't know what she is talking about'). Because of this, I have not only had to become aware of my own thoughts and feelings to keep them in check, but I have had to acknowledge the necessity to bring awareness to my colleagues for the best interest of the students that we serve. Helping my colleagues to become aware of their values, biases, and their lack of knowledge about working with other cultures (specifically Black) has been imperative".

Knowledge

When working as a Black counselor, knowledge of the social injustice that is happening around the world is imperative in working with clients from the same racial background as well as other racial backgrounds. Knowledge of the role that different racial cultures play in the fight for or against social injustice is important in understanding how to approach issues in counseling.

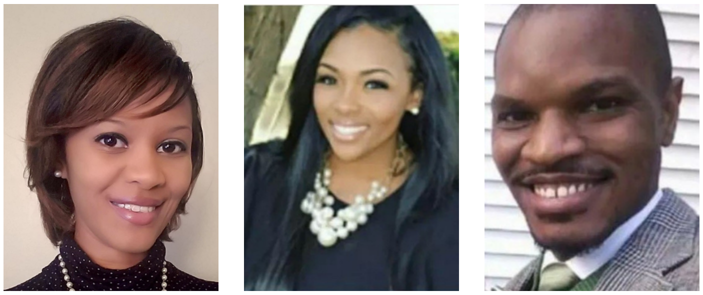
The first author, Cleveland, expresses that "Being a Black clinical mental health counselor who serves a predominantly Black clientele has forced me to invoke the knowledge and understanding of the cultural norms and even stigmas that exist within the Black community. I would often hear that, 'Black people don't share their business with no one', which was derived from the notion taught by predecessors that, 'What happens in the house, stays in the house!' This mindset has caused people to feel uncomfortable about sharing their thoughts and emotions openly. Due to my experiences as a Black male counselor, I work to create a safe, non-judgemental environment that allows authentic communication with my clients. I understand that favoritism and biases have no place in counseling and am intentional in ensuring that my Black and White clients feel heard and understood based on their worldviews. However, I do feel an obligation to exemplify more compassion and empathy towards clients who are Black due to the nature of the world and my understanding of the circumstances that Black Americans are faced with daily. These sentiments, while biased, are something that I live with because I feel the need to give my Black male clients what society strips from them daily. Being a Black male, I find that my work with Black male clients has taken on a new face due to the recent incidents of police brutality and the Black Lives Matter movement. I have learned to incorporate my knowledge and experiences about the Black culture, as well as other cultures, to educate my Black male clients on how to interact with other racial cultures in hopes of avoiding encounters that could lead to a deadly fate. Additionally, I have found some self-disclosure of my own experiences and strategies for coping to be beneficial in my work with the Black clients that I service" (C. Phinisee).

Skills

Once counselors have become aware and gained necessary knowledge, skills must follow. When working as a Black counselor, one should be skilled in the following areas: assessment, advocacy, and wellness. Assessment requires skills in assessing oneself and others. Utilizing self-assessment tools, such as the Multicultural Awareness, Knowledge and Skills Survey (D'Andrea, Daniels, & Heck, n.d.), would enable a Black counselor to do a self-check of their multicultural competence, ensure that they are functioning at their highest potential, and bring attention to any areas of competence that may need it. This assessment can also be used with clients, parents, colleagues, etc. to assist them in seeing areas of improvement related to their thoughts and feelings on social injustice. Advocacy is the next important skill needed when counseling while Black. Advocating for oneself in a professional manner in situations where racism may be at the forefront of interactions with clients, families, or colleagues is essential to avoiding burnout as a counselor. Additionally, Black counselors understand the struggles associated with being Black in the world today, so it is important that Black clients see their counselors as an advocate. Moreover, it is important for Black counselors to teach Black clients how to appropriately self-advocate. Due to the difficulties that come with advocacy, The American Counseling Association's Government Affairs department provided tips for advocacy that can be useful when advocating at the local, state, and national levels (Advocacy Tips, n.d.). These tips include knowing one's role as a counselor, having a clear understanding of the issues by doing appropriate research, and utilizing one's counseling expertise as an advantage when interacting with others. The process of assessment and advocacy can leave a Black counselor feeling depleted; therefore, it is imperative that wellness is always a focus. Replenishing oneself keeps a Black counselor in the fight against social unrest and injustice. Taking time to engage in self-care; creating social and professional networks, including family, friends, mentors, supervisors, and colleagues; seeking personal counseling when necessary; being aware of mental health resources available to assist Black individuals; and creating boundaries to ensure a positive work-life balance are all ways of maintaining wellness when counseling while Black. Much attention has been given to the wellness of Black individuals in recent times, and resources such as Shine, Therapy for Black Girls, the Boris Lawrence Henson Foundation, and Black Mental Wellness have joined the movement towards supporting this population (Gulino, 2020).

Conclusion

Working as a Black counselor during times of social unrest can be difficult. However, maintaining awareness of one's own views as well as others, utilizing the knowledge obtained about different cultures to help others understand and move forward, and identifying necessary skills to stay on target are all strategies that can be helpful for maintaining cultural competence. When Black counselors have an understanding of these components, they can efficiently and effective impact change in their client's lives, their own lives, and the lives of colleagues, parents, and others that they may come into contact with during the trying times.



Natasha Barnes, Tameka McIntyre, & Cleveland Phinisee

Dr. Natasha Barnes *is an Assistant Professor of Counselor Education at Delta State University-Cleveland, MS, where she serves as a mentor and advocate for social justice specific to military families, career development, and career planning for adolescents and adults at the university and national levels. Her desire is to be a change agent through her scholarship and service and to create counselors who desire to be change agents in the profession.*

Tameka McIntyre *is a licensed school counselor at Horn Lake High School in the Desoto County, MS school district. She is a post-masters graduate of Delta State University and is currently pursuing her PhD from Jackson State University, which she aspires to use in her continuous efforts of advocacy for students to ensure that they are academically, socially, and emotionally prepared for college or a career. Tameka currently serves as the secretary of the Mississippi Counseling Association – Delta Region where she works to maximize her presence and influence as a Black counselor.*

Cleveland Phinisee *is a mental health counselor at Mississippi Behavioral Health Services in Greenville, MS. He obtained a masters degree in Counselor Education from Delta State University and has worked as a counselor for 3 years. Cleveland also serves on the executive board of the Mississippi Counseling Association as a member of the Human Rights Committee and the president-elect for the Mississippi Counseling Association-Delta Region. He hopes to use his influence to evoke positive change to the Delta region and Black communities.*

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Advocacy tips. (n.d.). American Counseling Association Government Affairs Avocacy Toolkit. https://www.counseling.org/docs/default-source/government-affairs/advocacytips.pdf?sfvrsn=6dcf532c_2

D'Andrea, M., Daniels, J., & Heck, R. (n.d.) Scoring instructions for the Multicultural Counseling Awareness, Knowledges, and Skills (MAKSS) Survey. http://cart.rmcdenver.com/instruments/multicultural_awareness.pdf

Gulino, E. (2020). A list of mental health resources available for people of color. https://www.refinery29.com/en-us/2020/06/9849013/mental-health-services-black-people-of-color

Research & Advocacy Spotlight

Madison Hanks

Overview of the Study

Stereotype threat has been found to decrease psychological wellbeing and increase one's level of consciousness surrounding their marginalized racial identity (Broman et al., 2000; Gaither et al., 2015). However, less is known about how stereotype threat affects biracial individuals, though some research suggests that biracial individuals are faced with negative stereotypes at higher rates than their monoracial peers (e.g., Black/African; Hanks et al., unpublished; Jackman et al., 2001; Sanchez & Bonam, 2009; Steele & Aronson, 1995). The purpose of this study is to determine whether Black consciousness and racial identity are predictors for psychological wellbeing and whether stereotype threat susceptibility mediates the relationship between Black consciousness, racial identity, and psychological wellbeing. Lastly, the study will explore the influence of biracial identity categories on these factors.

Social Justice Application

After consuming the stereotype threat literature, it became increasingly clear that there were anti-Black narratives saturated throughout the decades of research within the field (e.g., Gaither et al., 2015; Gibson et al., 2014; Shih et al., 2012). Although disheartening, this discovery underscores how the system of White supremacy within the academy is alive and well (Dancy et al., 2018). When examining the history of higher education within the United States, evidence supports the deep and unyielding commitment of these institutions to degrade Black individuals to maintain the status quo of White supremacy (Dumas, 2016; King, 2014; Wilder, 2013). Mills (1997) argued that, "race is the foundation on which Western society's sociopolitical organization is built" (as cited by Dancy et al., 2018, p. 177). Therefore, my work seeks to empirically challenge these anti-Black sentiments and change the narrative within the stereotype threat literature. By exploring the resiliency of the Black community, the field will come to see that there is more power in understanding and aligning with one's unique identities rather than turning away from them. Ultimately, the purpose of my work is to remove the bricks and mortar on which the "Ivory Tower" was constructed, as it was built on the backs of my people.

To Participate

https://auburn.qualtrics.com/jfe/form/SV_dhEOHlu0ph6Y6hv

Madison (Maddie) Hanks *is a Counseling Psychology Doctoral Candidate at Auburn University and a Southern Region Educational Board Doctoral Fellow. She has an immense background in conducting research pertaining to marginalized populations along with research surrounding the areas of leadership, health disparities, and race-based stereotype threat. As an undergraduate, Maddie spearheaded the development of the African American Initiative (AAI) and the African American Mentorship Program (launched in 2016) at Utah Valley University. The AAI received university funding of $25,000 to assist in further development.*

Continued on next page

Dwayne White

Brief Overview of the Study

My dissertation, *Surviving Stigmatizing Sociocultural Environments: A Critical Narrative Inquiry into LBTQ+ POC Experiences of Meaning-Making*, is designed to study the lived experiences and meaning-making processes of LGBTQ+ POC who negotiate and conceal their social identities. Literature suggests that LGBTQ+ people who negotiate and conceal their identities to cope with social stigma are susceptible to more mental health problems. However, researchers completed these studies with mostly White, and male, participants. These studies are insufficient to understanding this phenomenon for within groups, like POC, women, or people existing at these intersections because. LGBTQ+ POC may have access to cultural resources that White LGBTQ+ people may not have available. These cultural resources may help LGBTQ+ POC redefine the self and their external environments through meaning-making, which provides a route for interpreting their experiences. Therefore, understanding the lived experiences and meaning-making structures of LGBTQ+ POC is critical for counselors to support their overall wellbeing.

Connection to Social Justice

This study connects to social justice because it provides counselors with the knowledgebase needed to act with, and on behalf of their clients to address the hegemonic structures impacting their wellbeing.

To Participate

https://auburn.qualtrics.com/jfe/form/SV_5dubYxytu5rlYYl

***Dwayne White** is a third-year doctoral candidate enrolled in the Counselor Education program at Auburn University. He is an NBCC Minority Fellow who is committed to serving, supporting, and engaging queer and transgender Black, Indigenous, People of Color (BIPOC) activists and community members through his professional activities. Dwayne's primary research interest centers on the wellness and liberation of queer and transgender BIPOC.*

To acknolwedge the scholarly and advocacy efforts of our members and professionals in the field, we will be highlighting such efforts in upcoming issues of our newsletter. We encourage others to consider sharing their call for participants, findings from new research, and ongoing advocacy efforts. Students and new professionals will be given priority, but all members are welcome to submit. Please see our guidelines for submitting manuscripts to the CSJ Newsletter at the end of this issue!

Board & Committee Updates

CSJ Doctoral Internship is Launched!

Late in 2020, the CSJ Board voted to develop CSJ National as a doctoral internship site, focused on leadership and advocacy. The Professional Development Committee was tasked with the creation and implementation of this new endeavor. In alignment with CSJ's 2020-2021 strategic plan, this first cohort will focus on seeking racial justice through their work locally and nationally. Many applications were submitted and three fabulous leaders stood out among the rest. Dr. Shon Smith will serve as the supervisor for this intern cohort. Please help us welcome CSJ's first doctoral intern cohort:

Brandon Shurn, MS, LCPC, NCC from Walden University. Brandon is bringing a passion for helping others know *how* to advocate at the macro level and a skill of breaking down legislation and policy into understandable infographics and media for the profession. Brandon defines advocacy as "enagag(ing) in the work necessary to transform anger into action, hurt into hunger, and pain into productivity".

Frank Gorritz, APC, NCC from the University of Georgia. Frank is bringing skills in implementing theories of intersectionality and liberation. Frank offers a rich history of serving and advocating with QTBIPOC persons and communities. Frank believes it is imperative for the profession to learn diverse ways to "provid(e) spaces of restorative justice for minoritized communities who feel ignored and misunderstood".

Stephanie Smith-Durkin, MSEd, NCC from Old Dominion University. Stephanie brings a passion for "combat(ing) inequitable discipline and education practices" including "over policing and surveillance of" Black and brown youth in the school and community settings. Stephanie brings extensive leadership experience and specialized knowledge of school counseling — an area toward which CSJ National has directed greater intentional focus.

For more information on the CSJ National Doctoral Internship program, please contact Rebecca Hug and Laura Dunson at professionaldevelopment@counseling-csj.org

Brandon Shurn

Frank Gorritz

Stephanie Smith-Durkin

Advocacy Committee

We have identified advocacy issues that needed to be addressed and worked with the professional development committee to get them in the rotation (i.e., counselors of color working with white clients, school counselors managing in the COVID era, and advocating at the legislative level as counselors). Also, we are working on developing an advocacy bank, where we are highlighting grassroots efforts that counselors are doing nationally so that others are aware and can become involved.

Please reach out to the Advocacy Committee at advocacy@counseling-csj.org to get connected or to share your grassroots initiative!

Advocacy Committee Chair - Dr. Ebony White

Members: Janelle Bettis, Alex Hilert, Nancy Lee, & Nicole Travena-Flores

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Mentorship Committee

Hi CSJ Family,

We are excited to announce that we are launching the 2021 mentorship program! Applications will open up in February and will close at the end of the ACA (virtual conference). We are looking for individuals who are interested in mentoring up-and-coming mental health professionals or counselor educators while centering social justice and advocacy within the relationship. If you are a professional hoping to learn more about infusing social justice in clinical and educational practices and are looking to meet new people, we encourage you to apply to be a mentee. We welcome individuals from any and all personal and professional backgrounds. Mentors will be encouraged to meet with their mentees at least once a month and participate in professional development activities together. More information to be forthcoming! Keep an eye out for the link to the mentor and mentee applications

Christina McGrath Fair & Mercedes M. Machado, co-chairs

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Journal of Social Action in Counseling and Psychology

The Journal for Social Action in Counseling and Psychology promotes deep reflection on community change and system transformation in which counselors, psychologists, and other human service professionals play a role. This open access journal aims to highlight ‘engaged scholarship’ and the very important social change work done by professionals and activists that would not normally find its way into publication. The journal attempts to break down the divide between theory and practice in one of the most critical areas of our work: social transformation toward social and ecological justice and peace. This journal features action oriented articles, meaning manuscripts that discuss actual work (e.g., advocacy, activism, research, policy formulation and implementation, training, legislation) that has been conducted by the submitting author(s) and not proposed work or simple conceptualizations of issues.

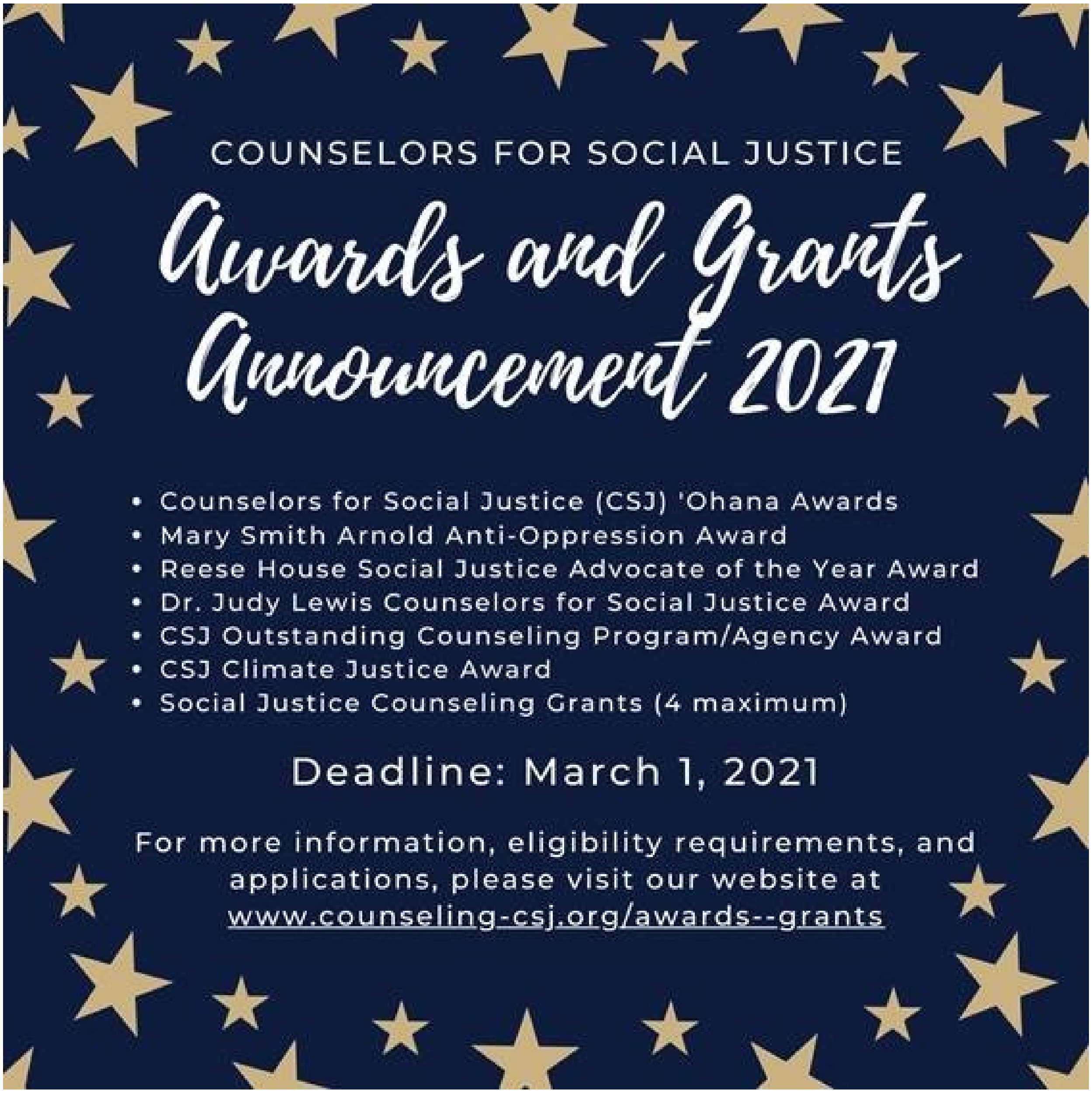
For more information about the Journal of Social Action in Counseling and Psychology or to submit a manuscript go to https://openjournals.bsu.edu/jsacp/index.

Counselors for Social Justice 2021 Awards and Grants Announcement

- Counselors for Social Justice (CSJ) 'Ohana Awards
- Mary Smith Arnold Anti-Oppression Award
- Reese House Social Justice Advocate of the Year Award
- Dr. Judy Lewis Counselors for Social Justice Award
- CSJ Outstanding Counseling Program/Agency Award
- CSJ Climate Justice Award
- Social Justice Counseling Grants (4 maximum)

Deadline: March 1, 2021

For more information, eligibility requirements, and applications, please visit our website at www.counseling-csj.org/awards--grants



COUNSELORS FOR SOCIAL JUSTICE

Awards and Grants Announcement 2021

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For more information, eligibility requirements, and applications, please visit our website at www.counseling-csj.org/awards--grants

For other announcements and information about future events and webinars, please follow CSJ on Facebook, Instagram, & Twitter **@CSJNational** & on ACA Connect!

CSJ Leadership

Board Members

President: Colette Dollarhide
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Past President: Lauren Shure
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Governing Council Representative: Edil Torres Rivera

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Awards Committee Chair: Candice Norris-Brown
Conference Committee Chairs: Frannie Neal & Heather Zeng
Membership Committee Chairs: Rachael Goodman & Shon Smith
Mentoring & Leadership Committee Chairs: Christina McGrath Fair & Mercy Machado
Newsletter Committee Chairs: Sam Steen & Darius Green
Professional Development Committee Chairs: Rebecca Hug & Tina Onikoyi
Research Committee Chair: Delila Owens
Journal of Social Action in Counseling & Psychology Editors: Lawrence H. Gerstein & Pamela Valera

Newsletter Submission Guidelines

	Submission Deadline	Publication Date
Summer	**6/1**	**7/1**
Fall	**9/1**	**10/1**
Winter	**12/1**	**2/1**
Spring	**3/1**	**4/1**

- **Subject matter/topics:** All content should be relevant to social justice issues that impact professional counselors and/or their clients. If you'd like to run a topic by CSJ, please email newsletter co-editors Darius Green and Sam Steen at greenda@jmu.edu and ssteen@gmu.edu.

- **Word count:** There is no hard and fast rule, but most articles tend to be somewhere between 750 and 1,000 words.

- **Style:** Please use APA style and use in-text citations and references when appropriate.

- **Voice:** Some CSJ articles are more academic in nature, while others are more reflective. The voice of your article should be unique to you, and largely be determined by the purpose of your piece (e.g., providing information, persuasion, telling a personal story, etc.). However, please do avoid extremely casual language.

- **Photos:** Photos are strongly encouraged! Whenever possible, please submit a high-res images so that they can be printed without becoming blurry/pixelated. Please note that most images pulled off of a website are NOT high-res. If no photos are provided with a submission, the co-editors will most likely select one or more royalty-free images to accompany your piece.

- **Bio:** Please include a short bio (two to three sentences should be fine) along with your submission. Possible information to include: education, licensure, current work setting, research interests. Feel free to submit a head shot along with your bio!

- **Deadlines:** CSJ releases quarterly newsletters and accepts submissions on a rolling basis. If you are interested in submitting an article for our NEXT issue, please contact co-editors Darius Green & Sam Steen.