



Counselors For Social Justice

October 2021 Newsletter

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

WELCOME FROM OUR PRESIDENT:

Greetings CSJ Members,
Thank you for your commitment and service to Counselors for Social Justice!

Social justice is about confronting systems of oppression. Mental health professions have challenges related to access, diagnosis, and standard of care. It is my hope that we will work together (this year and beyond) to present programming that will bring awareness for those within the mental health professions (school, clinical, MFT, psychology). If we are sincere about addressing mental health outcomes, we must be serious about the history of discrimination in the United States and the historical underpinning of what we are witnessing.



Vision 2021-2022

1. Build on CSJ's strategic plan
2. Address mental health disparities
3. Social justice and school counselors
4. WoC/Women in leadership

Delila L. Owens

Delila Owens, Ph.D.

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Overview of the Issue

Welcome readers! It is great to finally release the latest issue of CSJ's newsletter. We hope that this issue provides a small amount of insight into a few leaders with CSJ and provides new knowledge that can be applied to your various passions and interests under the umbrella of social justice.

While our selection of submitted articles is a bit smaller than usual, both are filled with rich information pertaining to matters of race and racial justice. The first submission from Robins et al. (2021) provides a strong reminder to emphasize empowerment-focused approaches to addressing the various impacts of racism as opposed to relying on deficit-focused approaches. Additionally, Plaise (2021) shines light on an underattended topic, the intersection between the law, ethics, and engagement in social change through protest.

As we look forward to cultivating submissions for our next issue for January, we want to encourage CSJ members and other counseling professionals to consider sharing their wisdom and experiences. Whether an academic piece, reflections over your professional experiences, or a highlighting of the social justice efforts of others, we appreciate the variety of submissions shared! If you have an interest in contributing, or just want to run an idea by us, please feel free to reach out to us at greenda@jmu.edu and ssteen@gmu.edu!

Happy reading!

Darius Green & Sam Steen, CSJ Newsletter Co-editors

Meet CSJ's Executive Board

With several board member changes, we wanted to take a moment to introduce some new and familiar faces for the year. A comprehensive list of CSJ's executive board and committee leaders can be found on [page 13!](#)

Dr. Ebony White, President-Elect

Dr. Ebony White is a Licensed Professional Counselor, a National Certified Counselor, and an Approved Clinical Supervisor. She is an Assistant Clinical Professor in the Department of Counseling and Family Therapy and the Program Director of the Master in Addiction's Counseling program at Drexel University.

As the Executive Director of the Center for Mastering and Refining Children's Unique Skills (MARCUS), a non-profit organization, she focuses on expanding developmental pathways for at-risk adolescents in Trenton, NJ through counseling, mentoring, and tutoring. Clinically she focuses primarily on issues that impact the relationships and functioning of African Americans, primarily women and teens. She also provides multicultural and mental health training for law enforcement, religious leaders, educators, and community members.



Dr. Ebony's research interests broadly focus on advocacy and social justice within the African American community. Specifically, she is interested in the impact of individual and systemic trauma on the development and functioning of individuals and families within the African diaspora nationally and globally. She has done trauma focused mental health work in Croix des Bouquets, Haiti and in her hometown of Trenton, NJ. She has appeared on CBS to discuss the impact of mass shootings on mental health as well as the everyday violence that plague under-resourced communities in urban settings and the subsequent trauma response that may occur. Her opinion is often sought out around topics of mental health, trauma, and racism and has been featured in numerous outlets including Newsweek, Medium, the Philadelphia Inquirer, PopSugar, and the New York Times, to name a few. She has also done extensive research on issues in adoption, particularly transracial adoption, including examining adoptees' experiences with microaggressions and their perception of counselors' competence with adoption-related issues.

Dr. Ebony strongly believes that you must be at the table to determine the menu and thus holds service positions

in several counseling organizations. She is the President Elect of Counselors for Social Justice and the Immediate Past Chair for the North Atlantic Region of the American Counseling Association. Additionally, she is the host of the EbtheCeleb podcast.

Dr. Ebony is community focused and strongly identifies as an advocate, counselor, and educator. She recognizes the village that raised her and lives by Ubuntu, “I am because we are, and because we are, I am.” She is excited to continue the work.

Dr. Jane Goodman, Retiree/Limited Means Representative

Dr. Goodman is Professor Emerita of Counseling at Oakland University in Rochester, Michigan. She is a past president of the Counselors for Social Justice, the American Counseling Association and the National Career Development Association and currently serves on the boards of the International Association of Educational and Vocational Guidance and the Counselors for Social Justice. She is the author of several books and many articles and book chapters, primarily relating to transitions and the career development of adults, including the recently released 5th Edition of Counseling Adults in Transition (with Mary Anderson and Nancy Schlossberg).

Kshipra Jain, Community Representative

Kshipra Jain (she/her) is a Licensed Professional Counselor (LPC) and Supervisor in Washington, D.C., and a board certified counselor (NCC). She graduated with her Master’s in Mental Health Counseling and Behavioral Medicine from Boston University School of Medicine in 2013. Kshipra currently works at a private practice in Washington, D.C., and is a Doctoral Candidate in the Counseling (CES) program at the George Washington University. Kshipra is also a recipient of the 2018-2019 NBCC Minority Fellowship Program-Doctoral Cohort award. She is passionate about serving and advocating for individuals with minoritized intersectional identities, such as LGBTQ+ folks, immigrants and children of immigrants, refugees and asylum-seekers, women, racial/ethnic minorities, and others who endure sociopolitical/socioeconomic disadvantages.



As a 1.5-generation, South Asian immigrant and third culture kid herself, Kshipra approaches counseling by integrating her Western/Eurocentric education and training with intersectional and social justice lenses, such as by addressing systems of oppression, power, and privilege in the counseling session. When appropriate, she helps her clients explore the impact of historical and ancestral trauma, cis-heteronormative patriarchy, and colonialism on their mental health and wellness. Kshipra seeks to empower her clients, and guide them in finding restoration and revolution through self-love, authenticity, self-compassion, community, and healing, particularly for BIPOC and LGBTQ+ communities. Kshipra has conducted research and presented at numerous regional, national, and international conferences on related topics.

Kshipra is consistently attempting to increase her engagement in social justice and advocacy efforts to empower and uplift the voices of those who endure systemic oppression and societal discrimination. She truly values her professional counselor identity, and maintains membership in several professional associations, including ACA, CSJ, ACES, and MCA. Kshipra is the 2021-2022 Community Representative for the national Counselors for Social Justice (CSJ) and held the position of the 2020-2021 President for Maryland Counselors for Social Justice (MCSJ).

When not involved in professional pursuits, Kshipra truly enjoys immersing herself in nature, traveling across the globe, cooking, and spending quality time with family and friends.

Tired and in need of a nap...

By Sam Steen, *Newsletter Co-Editor*

Dear CSJ Colleagues,

I'd like a minute to reflect on what I'm doing personally or professionally during this ongoing pandemic. What I need though is a minute to share that I am tired. I'm literally and figuratively exhausted. Some of my fatigue comes from external family pressures (e.g., newborn son, loss of parent, family illnesses, blended relationships, school pressures for children). The thing about these external personal life pressures/transitions are, they remain constant. These family concerns are typical, they are not new, and in some ways, they are to be expected. What is more problematic for me is the reoccurring pressure, pain, and vicious violence that is constantly before me within the many educational spaces I and my family continue to navigate. I will give you three clear cut examples that weigh heavily on me concerning my professional endeavors in this moment. First, I serve as an editorial board member for a number of different education and counseling journals. I continue to review articles that either perpetuate antiblackness directly, indirectly, or leave out the perspective of Black people (e.g., counselors, clients, pre-service educators, students, and caretakers) altogether. Second, I work with colleagues across the country. Recently, I often leave virtual meetings being tired of having to reignite the conversation of Black lives, Black bodies, Black culture, and Black experiences being completely acceptable as humans worthy of existence beyond simply capitalistic ideals. Third, I am starting to feel guilty again about saying "No". I am having second thoughts about saying no to being the diversity representative on numerous search committees, saying no to teaching more than one overload, saying no to conference presentation reviews, or writing endeavors due to being overextended. I'm sharing within this platform as a form of self-care, a form of combatting the systemic forces that I must overcome. In this moment, sharing is cathartic. Sharing encourages me to persevere. I am reflecting that being silent is not an option, but taking time to whisper to those closest to me behind closed doors is acceptable. I can go on and I will engage, but only after I take a nap before I pack for two funerals of dear loved ones I'll be attending in Memphis, TN and Winston Salem, NC later this week. In sum, I briefly shared some of this fatigue with a dear friend and colleague. She helped me understand that what I might be asking in this moment is an acknowledgement of the collective struggle; please use empathy in these academic spaces for Black and Brown folx. I might also be asking for patience as I come to terms with an ongoing struggle lasting more than 400 years and asking for room and space to grieve as I see fit without judgment. Finally, please see Black and Brown humans as Brilliant and Excellent even before we are compelled to share our lived experiences of disappointment and triumph.



Sam Steen

Empowerment and Efficacy-Building: Reconstructing the Normative Approach to Racial Trauma for African American Youth

Lauren B. Robins, Brittany G. Suggs, Megan Cannedy, and Rachel Kerrigan

The current sociocultural climate and racial unrest renew the necessity to explore the critical impact of racial traumatization on African American youth and adolescents (Tynes et al., 2019). Further, the widening landscape of accessible media exposure to racial-based trauma, coupled with the resurgence of historical elements of racial inequity, injustice, and violence, bear new questions concerning the direct and

observational impact of race-related stressors on African American youth's mental, emotional, and identity development (Heard-Garris et al., 2018). Existing research demonstrated race-based trauma stressors (RBTS) as a significant contributing factor to behavioral and emotional problems (Hourigan et al., 2015) and higher rates of depression (Assari et al., 2018; Collins et al., 2010) for marginalized ethnic

groups compared to the general population.

Additively, racial injustice functions as a known cause of direct and vicarious traumatic outcomes, specifically with African American youth (Saleem et al., 2020). While trauma can cause many disparities and mental health issues, notable implications abound. The long-term health implications of toxic stress resulting from trauma include attention, learning, and memory deficits, coupled with elevated anxiety, depression, and emotional regulation challenges (Heard-Garris et al., 2018; Morsy & Rothstein, 2019). African Americans experience clinically measurable anxiety, stress, and trauma symptoms as a result of racial mistreatment, which cannot be wholly explained by individual differences in negative affectivity (Williams et al., 2018). These factors alone necessitate the need to work from a social justice perspective to combat these problems in their entirety.

It is increasingly important to view this topic through a social justice lens, particularly aligning with the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2016). These competencies ensure accuracy, accountability, and effectiveness in the domains of counseling self-awareness, worldview, counseling relationship, and counseling and advocacy interventions. When referencing multicultural competency development concerning sensitively discussing sociocultural topics with youth through psychoeducational and mental health wellness lenses, the counselor must consider: 1) current self-awareness; 2) their worldview, as well as the youths' worldview; 3) the counseling relationship; and 4) necessary and favorable advocacy interventions. Specific to racial trauma and RBTS, structural, systemic, and social impediments to SDOH can significantly impede the holistic growth and functioning of African American youth. For example, racism, poverty, and classism, reinforced by inequitable distribution of resources together with encumbrances to mental and emotional health provisions, can surface as adverse childhood experiences (ACEs) for marginalized groups (Svetaz et al., 2014). The counselor imperative for addressing such matters requires an unceasing commitment to advocacy, human development promotion, and the proactive confrontation of discriminative barriers that obstruct client well-being (Crethar & Ratts, 2008). Access, equity, harmony, and participation are cornerstones to achieving this imperative with a conscientiousness for the welfare of African American youth (Crethar & Ratts, 2008).

Amid pervasive racial unrest and increasing mental

health concerns, the need to develop prevention-based programs to assist African American youth and adolescents in their pursuit to effectively navigate their way through times of ubiquitous racial unrest and persistent mental health concerns that relentlessly surface from racial injustice is apparent. The ardent recommendation is that mental health counselors join forces with other professionals and organizations to combat the current mental state of African American youth. Our team responded to this situation in the form of a prevention-based approach for vicarious racial trauma in African American youth and adolescents. Our program, *Acknowledge and Empower*, contains several prevention-based presentations and resources for African American youth and their caregivers. Most recently, we developed a thorough presentation for youth and adolescents: *Acknowledge & Empower: A Youth's Guide to Overcoming Racial Injustice and Secondary Trauma*. The purpose of this presentation is to educate, inform, and empower African American youth and teens, when considering racial injustice and secondary trauma. This presentation contains many elements, to include: introductory information on identifying racial injustice and trauma, developmentally relatable multimedia content on the transformative purpose of diversity and justice, and psychoeducation approaches to countering vicarious traumatic stressors, including reflective strategies for processing racial hurts, self-regulatory skills for navigating racial-induced stress, and community-oriented empowerment tools and resources. While this presentation is comprehensive, our work is not exhaustive, urging us to provide additional resources and sources of support.

Through our early development and continual refinement of the *Acknowledge & Empower* curriculum, we find alignment with Okeke-Adeyanju et al. (2014) in moving away from the pathology-centered prevention programs for African American youth, focused on "maladjustment and problem behaviors" (i.e., juvenile delinquency and recidivism, violence, behavioral concerns, and substance use) and with minimal emphasis on community strengths, positive development, and empowerment perspectives (p. 359). Conversely, a pertinent implication for counselors is the emphatic necessity to shift this historic problem-oriented narrative to a keener direction of strength-based, culturally competent, and trauma-informed supportive content for racial trauma prevention among African American youth and adolescents. Additively, children and youth comprise a vulnerable de-

mographic for trauma exposure (Heard-Garris et al., 2018). Accordingly, a second implication necessitates prioritizing racial trauma mitigation for African American youth as a prevention imperative for safeguarding cultural resilience and positive racial identity development.

Furthermore, both direct and secondary racial trauma affects multi-generational populations of at-risk populations, thus exacerbating African American youths' risk of exposure to trauma from racial discrimination compounded by intergenerational trauma transmission from caregivers to children (Heard-Garris et al., 2018). Reflectively, a third implication salient for racial trauma prevention involves rendering holistic familial responses, where feasible, towards coping, healing, and resiliency strategies affirming cultural resourcefulness. Together, these implications afford hopeful stepping stones for eradicating the longevity cycle of cultural disempowerment and intergenerational racial trauma.

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Counselors Protesting for Racial and Social Justice

Melodie Plaise

The racial war against the Black community continues to destroy Black families and lives. One way that communities have been able to demand change is through activating and protesting. According to the Anti-Defamation League (ADL, 2020), a protest is an event or action where people gather with others to publicly express their opinions about something that is happening in society or within their community. The right to peacefully assemble for a protest is at the core of the First Amendment, however, law enforcement officers sometimes violate this right. The American Civil Liberties Union (ACLU, 2020) found that in some cases, police crackdown on demonstrations through mass arrests, illegal use of force, or curfews. These crackdowns have the potential to ignite counter-violence by protesters. An example of these crackdowns in the state of Florida is governor Ron Desantis' "Combatting Violence, Disorder, and Looting and Law Enforcement Protection Act" that aims to charge those who target law enforcement and participate in violent or disorderly assemblies with third degree felonies (flgov.com, 2020). Governor Desantis is also attempting to enact the RICO act against protest funders and organizers. This bill was proposed as a way of protecting law enforcement and the "general public"; however, in many ways it is repressing and endangering peaceful protesters as much as opportunistic looters. Predominantly Black protests, no matter how peaceful, have always been deemed unlawful and/or disorderly. In 2015, after the killing of Freddie Gray in Baltimore, MD, a national poll showed that 55% of Blacks viewed incidents of violent protest as legitimate outrage, while 68% of Whites viewed the protestors as opportunistic criminals (Reinka & Leach, 2017). The January 6th, 2021 U.S. Capitol protest and insurrection was handled with significantly less force than the summer

2020 protests against police brutality. According to The Associated Press (AP, 2021), the group of predominantly White American Trump supporters who participated in the Capitol insurrection were viewed as patriotic. According to PolitiFact (2021), Black Lives Matter (BLM) activists and allies were perceived as a threat and were met with tear-gas and pepper spray as they protested police brutality.

At times of social crisis, counselors and counselors in training are tasked to, "advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients" (American Counseling Association [ACA], A.7.a, 2014). Counselors and counselors in training who advocate on the school and community levels must develop an awareness that many clients or students are affected by the same systemic problems/issues, and that other people might be willing to collaborate in an effort to bring about change. However, no published research can support that counselors are in fact out in the community protesting for and/or with their clients.

The 2014 ACA ethical codes' five fundamental principles of professional ethical behavior are autonomy, nonmaleficence, beneficence, fidelity, and veracity. These principles are the foundation for ethical behavior and decision making. Nevertheless, educational and professional advancement goals may set limitations on how a counselor and/or a counselor in training can advocate and be involved in the community. This poses a dilemma as the mission of the ACA (2014) is to "enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity." (p. 2). How are counselors to empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals while disempowered by the limitations that their educational and professional goals set on them?

The first two ACA (2014) ethical principles that come into question with this issue are autonomy and justice. *Autonomy* is described as the right to control the direction of one's life, while *justice* is described as treating individuals equitably and fostering fairness and equality. As a counselor or counselor in training,



one has the autonomy to advocate for justice in ways that they find fulfilling and appropriate. When submitting applications for licensure with the Florida Board of Psychology, counselors in training must report all convictions, guilty pleas, and nolo contendere pleas, except for minor traffic violations not related to the use of drugs or alcohol, including misdemeanors, felonies, DWI, and DUI. In addition, counselors in training must report crimes even if they are a suspended imposition of sentence. While the purpose of this requirement is not in question, it may still pose a problem for counselors and counselors in training who wish to join their clients, peers, colleagues, and communities in peacefully protesting and advocating for social justice. Another ACA ethical codes principle that comes into question with this issue is *fidelity*. It is described as honoring commitments, keeping promises, and fulfilling one's responsibilities of trust in professional relationships. Counselors and counselors in training are encouraged to join professional and community organizations that share common interests. While most professional organizations (e.g., Counselors for Social Justice) focus on a research approach to advocacy, most if not all community organizations (e.g., Black Lives Matter) focus on social action advocacy. This is not to say that one is superior, both are encouraged and valued; however, only one is stigmatized and punishable by law. This poses a problem for counselors and counselors in training as it may limit their involvement in community organizations.

Ratts and colleagues (2010) suggested that there is a clear connection between the counseling role and the advocacy role. Although counselors are often the first to witness systemic problems and how they affect members of oppressed and marginalized groups, their advocacy efforts and reach may be limited. Chang and colleagues (2012) noted that in 1998 there was a call for professional counselors to step out of their offices and engage the systems that negatively affected their clients. The presence of counselors and helping professionals at protests as protesters as opposed to counselors to the protesters is not documented. This does not mean that counselors and helping professionals are not protesting. Chang et al. (2012) also argue that the counseling profession has embraced client advocacy, social justice, and social equality as core beliefs and behaviors of ethical, competent practice for all counselors. The essence of being a counselor and an agent of social justice and change is being able to not only talk the talk, but to

also walk the walk. Counseling supervisors, educators, and programs could address the issue by supporting and encouraging community activism through service-learning projects that involve and/or surround racial or social justice issues. Counseling supervisors, educators, and programs could also address the issue by offering admission protection, research opportunities, and scholarships to student activists.

Case Study

Melodie is a counselor in training, pursuing a Ph.D. in counseling with a specialization in Marital, Couple, and Family Counseling. At school, she completes research focused around racial and social justice issues and founded an organization for Black students with common research interests. For the last 4 years, she has been involved in the community as an agent of social change. She advocates for global freedom, equity, justice, and peace through social justice organizations. Some of her responsibilities as a community organizer includes planning and attending monthly organization meetings, attending townhall meetings, volunteering, fundraising, political phone banking/canvassing, and organizing healing spaces, vigils, and peaceful community actions (protests). As a counselor in training, Melodie uses community organizing as a way of being involved in and advocating for/with disenfranchised communities. Though she wants to continue this kind of work, she is concerned about the possibility of getting arrested during any of the peaceful actions that she organizes and attends. Although the organizations that Melodie works with offer pro-bono legal services, an arrest record could still jeopardize and limit her career and educational goals.

Case Discussion

Melodie's story is an example of a counselor who strives to advocate for justice in ways that she finds fulfilling and appropriate. Nevertheless, she faces the dilemma of jeopardizing and/or limiting her career and educational goals. Although autonomy and justice are at the core of the ACA ethical codes, Melodie feels restricted in the ways that she can advocate for justice in disenfranchised communities. While she enjoys being involved in community organizations, she feels that she must restrict her involvement as no known laws or codes are put in place to support and protect her as an advocate and counselor. The ACA provides a great deal of guidance; however, it may have fallen short when it comes to the topic of protecting

advocating counselors and counselors in training. How are Melodie and other counselors in training who organize and attend peaceful actions protected from the “Combating Violence, Disorder, and Looting and Law Enforcement Protection Act”? How can counselor educators and supervisors support counselors in training who organize and/or attend peaceful racial and social actions? How can counselors support clients who organize and/or attend peaceful racial and social actions?



Melodie Plaise

Melodie Plaise earned a B.S. in psychology with a minor in Africana Studies, as well as a M.S. in clinical psychology from Barry University. While pursuing her master’s, she completed her thesis on Racial Identity, Racial Socialization, & the Perception of Police and co-founded a student organization known as LabPsi (Leaders and Advocate in Black Psychology). Melodie is currently pursuing a doctoral degree (Ph.D.) in counseling with a specialization in Marital, Couple, and Family Counseling; and serves as the University’s 1st NAACP chapter president. Outside of school, she organizes and serves with community activism groups for global freedom, equity, justice, and peace.

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Social Justice Leadership & Research Spotlight

Featuring Zori Paul

For this issue's Leadership and Research Spotlight, we would like to highlight Zori Paul with a brief interview and sharing of her latest research!

Zori Paul (she/her) is a doctoral candidate in the Counselor Education and Supervision program at the University of Missouri - St. Louis. She holds a MA in Clinical Mental Health Counseling from Northwestern University and a BA in Comparative Human Development with a minor in Gender and Sexuality studies from the University of Chicago. Her research focuses on the intersection of marginalized identities - specifically

bisexual+ women of color - as well as cross-cultural relationships in counseling mentorship. Zori is also a therapist at Thoughts Out Loud Counseling, LLC and co-founder of Black in Mental Health, part of the online Black in X movement and initiatives to promote and amplify Black mental health professionals, researchers, and advocates.

What social justice issues are you most passionate about?

I'm passionate about social justice issues that impact the Black community, especially those that affect Black women, issues that impact the LGBTQ+ community, and issues that impact the intersection of those two identities. Currently, I'm looking at identity affirmation of bisexual+ women of color for my dissertation.

How have you integrated social justice and your research interests?

When it comes to research, I've always been interested in looking at the populations that are often underrepresented in the study's sample. Researchers have a fantastic opportunity to provide knowledge to help clinicians, clients, activists, and policymakers make meaningful changes in the mental health field. However, if we're not aware of areas in research that we need to expand on, we, as mental health professionals, are doing a disservice to our underserved and most at-risk clients. Therefore, my research interests around bisexual+ identity affirmation integrate with social justice because bisexual individuals generally make up almost half of the lesbian, gay, and bisexual community, yet, research on this group, though growing, is small. There is a need for affirmative training when working with clients from this group due to the stigma and biases they face from members of both the heterosexual and LGBTQ+ communities.



Zori Paul

What recommendations would you offer to current counselors and counselor educators to support bisexual individuals?

Understand that bisexual individuals have unique experiences surrounding their sexual identities that their gay, lesbian, and heterosexual counterparts may not experience. Like any population, be aware of your biases around bisexuality and how you and others may be playing into bisexual-specific discrimination such as biphobia and bisexual erasure. Also, be mindful that the intersection of other marginalized identities, such as race, country of origin, spirituality, disability, etc., must also be considered. In the end, it comes down to remembering that one person's experience can still be valid and important even if we have never experienced it.

We hope that this brief introduction to Zori's work provides important takeaways for clinicians, educators, and advocates. If you are interested in participating in her study or know someone who might be interested, check out the recruitment criteria and instructions below!

Bisexual+ Women/Femmes of Color Participant recruitment:

Please consider participating in a 15 to 20-minute anonymous online survey on perception of positive and negative experiences based on marginalized ethnic-racial and sexual identities, specifically of bisexual+ women/femmes of color. This study is being done to complete the dissertation requirement and has been approved by the Institutional Review Board of the University of Missouri - St. Louis, IRB: #2057182.

I'm looking for participants who are:

- 1.) 18 years old or older, **AND**
- 2.) cisgender and transgender women of color or nonbinary/gender non-conforming individuals of color who also identify as femmes of color, **AND**
- 3.) who identify as bisexual, pansexual, or individuals who sexually, emotionally, and/or romantically have the potential to be attracted to more than one gender identity, **AND**

4.) who currently live in the U.S., Canada, or U.S. territories to participate in a survey.

Participation is completely voluntary, and you can stop at any time. The full informed consent information and access to the online survey are at this link:

<https://tinyurl.com/BiWOCAffirm>

If you meet the requirements, please participate. Even if you don't meet the requirements, please share with your networks!



LOOKING FOR:

UMSL IRB# 2057182

**BISEXUAL, PANSEXUAL,
QUEER (BI+) WOMEN &
FEMMES OF COLOR**

Participate in a 15 to 20-minute anonymous online survey on perception of positive and negative experiences based on marginalized ethno-racial and sexual identities. Chance to win one of fifty \$25 gift cards.

PARTICIPANTS MUST:

- Be 18 years old or older **AND**
- Identify as a cisgender/transgender woman of color or as a nonbinary/ gender non-conforming femme of color **AND**
- Identify as bisexual, pansexual, queer, or have the potential to be attracted sexually, emotionally, and/or romantically to more than one gender identity **AND**
- Currently live in the United States, Canada, or U.S. territories



Link for more information and the survey: tinyurl.com/BiWOCAffirm
Questions? Contact Zori Paul (zapqvh@mail.umsl.edu)

Board & Committee Updates

Professional Development Committee

Join us in welcoming our newest doctoral intern: Violeta Murrieta!

Violeta Murrieta, M.Ed., PPS (she/her/ella), is a doctoral candidate from Oregon State University. Violeta has served as a school counselor for over eight years, working with students and families through a multicultural lens. Violeta is passionate about working with underrepresented students (whether in kindergarten or 12th grade) and ensuring they have equal access to opportunities, ranging from mental health services to post-secondary options. Violeta's research interests include, advocacy and counseling undocumented populations, first-generation students, school counselor education and bilingual counseling. Violeta just became a full-time faculty member at University of San Francisco.



Stayed tuned for our upcoming Fall Webinar Series! Please see the flyer below for more information!

CSJ Webinar recordings and registration can be obtained here:

<https://www.counseling-csj.org/webinar-series.html>

Counselors for Social Justice

Fall Webinar Series 2021

WHITE SUPREMACY & CYBER HATE

In the Profession

OCTOBER

Thur, Oct 14 @ 7PM ET

**Addressing Elements of White
Supremacy in Counselor
Education**

with Frank Gorritz

NOVEMBER

Wed, Nov 17 @ 7PM ET

**Addressing Cyber Hate
in Counseling
Cyberspaces**

with Dr. Darius Green,
Gene Dockery,

Dr. Brittany A. Williams, &
Dr. Chantrelle Varnado-Johnson



[Register Today](#)

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



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Newsletter Submission Guidelines

	Submission Deadline	Publication Date
Summer	6/1	7/1
Fall	9/1	10/1
Winter	12/1	1/1
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.