

Counselors for Social Justice

Quarterly Newsletter

Issue 2: October 2022

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



WELCOME TO THE ISSUE:

Counselors for Social Justice is happy to highlight our newest President, Dr. Ebony White, who began her term for the 2022-2023 year in July! Get to know our new president through her bio, passion for CSJ, and goals for presidency. Please join us in welcoming President Dr. Ebony White!

Dr. Ebony White is an assistant clinical professor in the Counseling and Family Therapy Department at Drexel University. She runs a nonprofit, the Center for MARCUS, in Trenton, NJ that focuses on expanding developmental pathways for at-risk adolescents and addressing the mental, emotional, spiritual, and relational health of individuals, families and communities. She is also serving as the Interim Director



Dr. White speaking at the 2022 CSJ Awards Ceremony at ACA Conference in Atlanta Georgia.

of the Stephen and Sandra Sheller 11th Street Family Health Center in Philadelphia, which is the nation's first nurse-led health center and offers trauma informed, anti-racist integrative wellness services. She was the 2021 recipient of the Dr. Judy Lewis Counselor for Social Justice award, and was appointed by Dr. S. Kent Butler to ACA's Anti-Racism Commission. Dr. White is a loyal friend, a bratty sister,

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a patient daughter, the favorite granddaughter, and a bomb godmother who lives by Ubuntu. She is proud to be the 23rd president of CSJ!

Dr. White explains why she loves being a part of CSJ! “CSJ is the conscience of ACA, meaning there is no guise of impartiality. We take firm stances and are explicit about working toward social justice for our society, which means advocating for those on the margins of society who have been intentionally disenfranchised in society and at times within the profession. The community of folx I get to work with and for in CSJ makes my involvement easy. I feel truly blessed to have been invited into the space and look forward to bringing others into the fold.”

Dr. White’s goals for the 2022-2023 year fall under three categories: Alignment, Advocacy, and Action. It is important that our goals are in alignment with ACA's strategic plan as well as CSJ's strategic plan. The below align with all 6 values noted in ACA's strategic plan and the 3 pillars of the CSJ strategic plan.

- Intentional about including and amplifying the voices of marginalized students, counselors, supervisors, and counselor educators in leadership positions and on committees. Anti-racism is a core value that will be infused throughout everything we do.
- Increase social media presence and marketing efforts
- Highlighting and supporting chapters of CSJ in advocacy work.
- Continuous content – PDs twice monthly, newsletter, and holding community spaces.
- Holding our institutions accountable (ACA, CACREP). Demanding change.

Congratulations Dr. White! We look forward to your leadership and thank you for your growing contributions to CSJ.

Inquiries for Dr. White may be directed to president@counseling-csj.org

Factors that Influence Multicultural Competence

Amanda White & Sara East

Multicultural competence can best be defined by the behaviors, attitudes, and policies that allow individuals to act appropriately in situations where cross-cultural differences exist (California Brief MC Competence Scale [CBMCS] Report, 2016). In the profession of mental health counseling, being multiculturally competent is essential in order to handle the diverse populations of clients that seek services.

We sought to assess what factors influence students’ perceived level of multicultural competence. To determine this, we asked students to complete four inventories, which include the CBMCS, the Supervisor Multicultural Competence Inventory (SMCI), the Multicultural Training Experience Questionnaire (MTEQ), and the Intergroup Contact Scale (ICS).

Hypotheses

We hypothesized that participants’ perceptions of their multicultural competence will be influenced by



their intergroup contact, their multicultural training experiences, and by their perceptions of their supervisors' multicultural competence.

Methods

All students who were registered in on campus graduate clinical mental health counseling programs had the opportunity to be included in the study. Graduate programs were selected from a minimum of 30 universities from the Council of Accreditation of Counseling and Related Educational Programs (CACREP) website. We sent out a link via Qualtrics to program and clinical directors via email, who were then asked to forward that email on to their clinical mental health counseling students.

There were 50 participants total, and of those, only 27 had data on all measures. Of the 50 participants, 39 were female (78%), 9 were male (18%), one identified as gender fluid (2%), and one did not specify (2%). Thirty-seven participants were White (74%), 3 participants were Black (6%), 5 participants were Asian (10%), and five participants were multiracial (10%). Thirty-eight participants reported having a bachelor's degree (76%), and 12 reported having a master's degree (24%).

Measures

California Brief Multicultural Competence Scale (CBMCS)

The CBMCS is a 21-item self-report measure of self-reported multicultural competence. It contains 4 subscales, which are multicultural knowledge, awareness of cultural barriers, sensitivity and responsiveness to consumers, and sociocultural diversities. It is rated on a 4-point Likert scale from 1 (*strongly disagree*) to 4 (*strongly agree*). Scores are then added together and categorized on level of training, as perceived by the rater (Gamst et al., 2017).

Supervisor Multicultural Competence Inventory (SMCI)

The SMCI is a 34-item self-report measure of students' perceptions of their most recent supervisors' multicultural supervision competence and includes a demographic information sheet. It is rated on a 6-point Likert scale ranging from 1 (*never*) to 6 (*always*); Inman, 2006).

Multicultural Training Experience Questionnaire (MTEQ)

The MTEQ assesses students' multicultural training experience beyond that of their supervisor, such as

instructional strategies like teaching, contact, and participation (Dickson & Jepsen, 2007).

Intergroup Contact Scale (ICS)

The ICS is an 8-item instrument that measures the amount of contact one has had with diverse outgroups, or groups of people that are culturally different from themselves. It utilizes a 7-point Likert scale ranging from 1 (*not at all*) to 7 (*very much*; Islam & Hewstone, 1993).

Results

A stepwise multiple regression was conducted to examine if perceptions of multicultural competence was related to intergroup contact, multicultural training experiences, and perceptions of supervisors' multicultural competence. Statistically speaking, it was profound that significance was found in one of our measures given that, of all of the participants, only 27 had data on all measures. After conducting a stepwise regression, the only variable that significantly predicted participants' perception of their multicultural competence at a .005 significance level was the multicultural training experiences, $F(1, 25) = 9.52, p = .005$. Despite the small number of participants, this suggests that the training experiences participants received were influential in their perceived level of multicultural competence.

Limitations

Because of the small number of participants in this study, additional research needs to be done to further investigate what factors may influence students' perceptions of their own multicultural competence. These findings only give preliminary results, with the hopes to provide some directionality for future research. Also, as will be discussed in the next section, little is known about the specific training experiences the participants have had that influences their perceptions of multicultural competence.

Conclusions, Implications, & Practical Steps

Of all of the participants, only 27 had data on all measures. After conducting a stepwise regression, the only predictor variable that showed significance at .005 was the MTEQ. These findings are important when it comes to students' perceptions of their own multicultural competence, because it suggests that multicultural training experiences are relevant to how student's perceived and develop multicultural competence. It is also important that students' perceptions of their supervisors' multicultural competences was ei-

ther unknown or had no impact given the fact that 14 of the participants did not fill out the SMCI.

The MTEQ (Dickson & Jepsen, 2007) administered to students examined instructional strategies as well as the students' exposure to culturally diverse clients and whether or not the students' clinical supervision included discussions of multicultural awareness. Instructional strategies included traditional strategies such as didactic lectures, in class discussions and reading assignments. Exposure strategies were also examined which included direct contact with persons of diverse backgrounds in events such as class speakers and participating in cultural activities. Another strategy examined was participatory strategies which included class role-plays as well as class discussion, reactions and processing of emotions that stemmed from the in-class discussions.

Based on the results of our study, it appears that in class instruction, coupled with exposure, participation and clinical supervision that acknowledges multicultural issues of clients were the best predictors of counseling students' perceived multicultural competence based on the findings of our study. Unfortunately, concrete examples of what students were given to read, what the role plays consisted of and what specific exposure strategies were used were not collected. More concrete examples would be helpful to gain a better understanding of what specific teaching and supervision training experiences were useful to students. These limitations lend themselves to further research. Although participants rated training experiences as most influential to their perceptions of multicultural competence, we do not know exactly what it was that they engaged in during those experiences that were of most benefit.

Might changes throughout counseling programs focusing on multicultural supervision and teaching strategies for all faculty serve to greater influence students' perceptions of multicultural competence? When thinking about the training experiences of counselors, more knowledge needs to be gained on what exposure to multicultural situations entails and what are best practices for clinical supervisors to acknowledge multicultural issues of clients.

Dr. Amanda White is currently working as an Assistant Professor of Counseling at Indiana State University. She has an M.S. in Criminology and an M.Ed. with an emphasis in School Counseling. She earned her Ph.D. in Counselor Education at Indiana State University. She has worked in community mental

health settings, well as in private practice. She has teaching and supervision experience at Ivy Tech Community College, St. Mary of the Woods College and at Indiana State University. She is a Licensed Mental Health Counselor in Indiana.

Sara East is currently working as a mental health therapist at Pathway Counseling & Consulting, LLC. She has a bachelor's of science in Psychology from IUPUI and a master's of science in Clinical Mental Health Counseling from Indiana State University. She has worked in a community mental health agency prior to working in private practice, and she currently holds her LMHC-A in the state of Indiana. Her clinical interests include working with children, adolescents, and their families.

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Imagining Human Relationship Dynamics Differently

Michell L. Temple

I am deeply familiar with the concepts of human relationship dynamics, the socially constructed definitions of power, privilege, and oppression. I am also familiar with the experiences of isolation and retaliation that can result from confronting and attempting to resolve the inequities and injustices that have left many people like me feeling demoralized. I had become concerned about the pathological factors permeating human relationship dynamics across differences. Specifically, the racist beliefs of dominant, superior, minority, and marginalized that have diseased human relationship dynamics and cause psychological distress for counseling professionals and their clients. I began to imagine alternative conceptualizations of power and privilege to liberate and transform how I interact with others within the field. I have allowed myself to dream of ways to redesign human relationship dynamics within the constructs of equity and inclusion such that oppression becomes less likely.

Succinctly, here is the post-modernist question I have pondered within Burbules and Rice's (1991) discussion of dialogue across differences: How can counselor education redesign human relationship dynamics to distribute power and privilege to mitigate opportunities for oppression? I have initiated the process of answering this question through reflection and review of relevant literature. In this reflective commentary, I attempt to lay an experiential foundation to explicate future formulations of redesigning human relationships.

A Moment of Awakening

I had the opportunity to serve as a 2019 National Board of Certified Counselors-Foundation, Mental Health Counseling Doctoral-Fellow, and part of our



Photo by Pixabay

orientation included a trip to the Martin Luther King Memorial in Atlanta, Georgia. I had not gone to the museum before, even though I had lived in Atlanta for nearly 15 years. I walked into a room, and there were several quotes by Reverend Dr. Martin Luther King (Dr. King). There was the renowned "I Have a Dream" speech that produced a sentimental smile. Then there was the letter Dr. King wrote in jail in Birmingham, Alabama that resonated with me intimately as a cisgender woman, a Black African American, a Christian, a mother, a daughter, an employee, a counselor, an educator, a voter, a citizen of the United States of America, a wife, and a mother, biologically and legally. It struck all of me simultaneously, meaning all of my intersecting identities as coined by Crenshaw (1989). I felt an ontological presence that grounded me into reality per Bourgeois and Rosenthal (1988). The quote was this:

"An injustice anywhere is an injustice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly" (King, M., 1968).

At the time, I was serving as the director of disability services, facilitating an institutional merger of a four-year and a two-year student accessibility services offices, and completing a second doctorate in counseling. Yet, at that moment, the microsystem called my life was experientially linked to images of people involved in the Civil Rights Movement. I share this story because though I had framed my professional work within the constructs of access, equity, and inclusion, in the King Memorial, I noticed a metaphorical wall that circumscribed my progress toward these constructs. Contemplate again, the current articulations of human relationship dynamics, power, privilege, and oppression, which have been operationalized through language like supremacy, fragility, microaggressions, implicit bias, inferiority, and encompasses a multitude of social injustices (isms). They elucidate the injustice, but do not provide a pathway to justice. I felt trapped.

Relevant Literature Offers a Pathway to a Possible Opportunity

Today, I continue to reflect on equity and inclusion. I remain affectively and historically connected to Dr. King's letter from the Birmingham jail and the Civil

Rights Movement. I thought about other large-scale movements like Women's Rights, Disability Rights, LGBTQAI+ rights, Me too, Say Her Name, Stop Asian Hate, DACA and Dreamers rights, and Black Lives Matter. These movements have permeated my thoughts as displays that contradict the predicated structure of human relationship dynamics.

From my position as tenure track faculty at a theological seminary, I pondered Burbules and Rice's (1991) summary of the central tenets of the post-modernist movement: reject absolutes, social discourse competes for power and dominance, and to celebrate differences. The humanistic movement proclaimed to eliminate universalism, acknowledge the inherency of human interactions, and demand for people to rejoice together and across our uniqueness. As I considered the post-modernism percepts critically, I recognized that they explicitly assert the metanarrative of White European Americans as the reference group. I noticed the metaphorical wall that solicited a visceral reaction similar as years earlier in the King Memorial. Is it possible that counselor educators believe that the status quo of power and privilege within the United States is unquestionable?

I returned to the counseling and psychology literature, hoping to identify other narratives. I re-read the following human relationship dynamics literature that has influenced my thoughts to date: Pratto et al. (1994) and Sidanius and Pratto (1999; 2001) on social dominance theory, Sue et al. (2007) on microaggressions, Ratts et al. (2015; 2016) on the approved Multicultural and Social Justice Counseling Competencies and the subsequent conceptual framework paper, Bennett's (1993) Developmental Model of Intercultural Sensitivity, Day-Vines et al. (2007) on broaching, and Tervalon and Murray-Garcia's (1998) and Hook et al.'s (2013) construct of cultural humility. I also read the foundational literature on social constructivism (Gergen, 1985; Maturana, 1988) and Cottone (2017; 2001) application of social constructivism to counseling and ethical decision making.

Current professionals across backgrounds, even in the challenging and slow-changing state of academia and clinical practice, in counseling, psychology, and human services can attribute the progress to improving the social systems in which counselors and their clients occupy to these authors' dedication to equity and inclusion. Notably, the literature labeled the White American dominance of modernist philosophy, which each author documents that such

illumination was unheard of prior to their work (Day-Vines et al., 2013; Hook et al. 2013; Ratts et al., 2016; Sue et al., 2007). It also showed that communities with shared values and beliefs construct truths about themselves, others, and the world (Bennett, 1993; Cottone, 2017; Gergen, 1985; Maturana, 1988; Pratto et al., 1994; Sidanus & Pratto, 1999; 2001). The authors unanimously conclude that persons must acknowledge the plausibility of injustice and the probability that people perpetuate social inequalities through human interactions, which includes human-designed ecological systems (Bennett, 1993; Day-Vines et al., 2013; Hook et al., 2013; Pratto et al., 1994; Ratts et al., 2016; Sidanus & Pratto, 1999; 2001; Sue et al., 2007; Tervalon & Murry-Garcia, 1998). I also observed that these authors repeatedly emphasize the need for multilevel awareness of self, others, and society during human interactions to change unhealthy behaviors. My review of these authors drew me to conclude that counselor education has documented efforts to promote social justice based on an unjust system anchored in the construction of modernist thought that power, privilege, and oppression are undeniable truths of human relationship dynamics. Can we truly reject absolute truth, allow for our social discourse to compete for dominance and power, and celebrate difference in a system of power, privilege, and oppression? I believe that the field has attempted to answer this question affirmatively and has an unintentionally accepted the pathology of modernist thought. We cannot anchor human relationship dynamics within the field of counseling solely on the illumination of the unjust precepts of modernist philosophy.

I am compelled to suggest that a reimagining of human relationship dynamics within counselor education, as we recognize the social truths of the paradigm of power, privilege, and oppression, calls for the infusion of parallel narratives that have equal significance to the ingrained belief of power imbalances, fear, inferiority, and fittest social schemas. These new narratives must be socially constructed to replace the modernist philosophy in post-modernist to align with professional values and beliefs because literature suggests that human systems socially contribute to the sustainability of the status quo emotionally, cognitively, and behaviorally (Bennett, 1993; Cottone, 2017; Gergen, 1985; Maturana, 1988; Pratto et al., 1994; Sidanus & Pratto, 1999; 2001; Sue et al., 2007; Tervalon &

Murry-Garcia, 1998).

The identification and articulation of new narratives of human relationship dynamics seems to require our field to consider the absolute truths or universal ways of knowing embedded into the profession through the guiding principles outlined in ethical codes. These ethical principles appear to demand equity in all scopes of practice. We may also benefit from decentering dominance and power from our social discourse, unless we are willing to repeat the injustices of the modern era. Professional counselors, regardless of specialty, represent and care for people, which seems more akin to centering humility in our social discourse. Interestingly, relationships grounded in ethical principles do not require celebrating of human difference, but an honorable acceptance of the inherent nature of differences, making inclusion more plausible. In sum, I envision counselor education applying the problem-focused research to socially construct new relational paradigms that distribute power and privilege to mitigate opportunities to oppression.

New relational paradigms that infuse concepts of humility, equity, and inclusion could produce a different of relational outcome, one that is not oppressive. Admittedly, I do not know the alternative narratives nor the new paradigms they might yield; yet I can imagine relationships within the field of counseling that effectively contend with current post-modernist thought. Imagining human relationship dynamics within these or similar constructs may allow the field of counseling and the people we serve to define new relational dynamics and liberate ourselves from the modernist foundations of post-modernist thinking.

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Summer Presentations at Antioch Seattle CSJ Chapter

Antioch Seattle CSJ

Antioch University Seattle’s student chapter of Counselors for Social Justice (CSJ) hosted two presentations recently for our community of counselors-in-training, and we are grateful to the support of CSJ National to help us get the word out and share these topics more broadly. Both of these sessions were presented by first-year doctoral students in Antioch’s Counselor Education & Supervision program. Because of the political sensitivity of one of the talks, it was decided in consultation with our faculty advisor that we would not publish the names of the student presenters.

REPRODUCTIVE JUSTICE:
A Counseling Perspective on the Overturn of Roe v. Wade

INFORMATIONAL SESSION

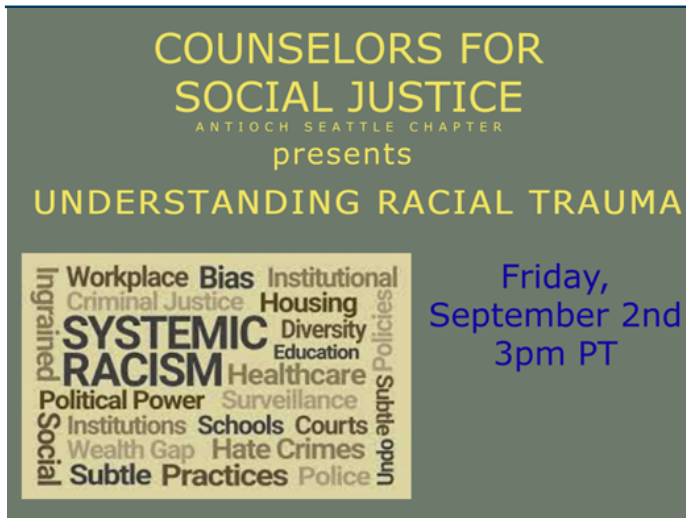
Join us as we talk about the significant impacts on the counseling profession, discuss this discrimination through a social justice framework, and provide resources for continued learning

Monday, 29 August 2022 | 6PM (PDT) via Zoom

The first session, on August 29, was on Reproductive Justice: A Counseling Perspective on the Overturn of Roe v. Wade. It covered the history of the 1973 Supreme Court ruling on Roe v. Wade, and how more restrictions have been implemented by the states, especially since 2010. They summarized the current restrictions that are going into effect in the aftermath of the Dobbs decision this past June, including the Texas Heartbeat Act, and restrictions in Idaho and Missouri, among others. Then, they covered the social justice implications, including the disproportionate negative impact on individuals who identify as BIPOC, LGBTQIA2S+, and disabled. They cautioned about possible harm to clients if counselors include reproductive information in medical records, and the ethical dilemma that this creates for counselors.

If you missed the Reproductive Justice talk and you’re interested in getting the resources gathered on Reproductive Justice, please email Antioch CSJ at aus.csj@antioch.edu.

We had a second session on Understanding Racial Trauma on September 2. The presenters explained the effect of stress and trauma on the brain and connected that with historical racism, systemic racism, xenophobia, and



white supremacy. They spoke of the impact of microaggressions on people of color, and the components of racialized trauma including stereotypes and myths, racist erasure, traumatic humiliation, and internalized racism.

Attendees were led in a mini case consult, and short- and long-term stress responses to racial interactions were discussed. Guidelines for counselors to create a safe space for clients, to use a trauma-informed perspective, and to continually self-educate were offered, among many more tips.

National CSJ showed so much support in getting the word out, by posting on CSJ social media and sending out

announcements. Antioch Seattle CSJ was thrilled with the turnout that our programs generated. Thank you to National CSJ and thank you especially to all who attended!

Board & Committee Updates

Newsletter Committee

Hello avid readers! As co-editor for CSJ's newsletter, I have frequently found myself asking "who are our readers?" Broadly, the readership of our newsletter are our CSJ members. A look over the majority of our submissions would further suggest thatr counselor educators are a large part of our audience. One of our goals is to meet the wide and diverse range of interests related to social justice in our field. To best achieve this, we crafted a brief survey for those who have followed the newsletter or have an interest in reading our content. Please check out the link below and let us know about your experiences and interests regarding our newsletter!

Darius Green & Sam Steen, Newsletter Co-Editors

Survey Link

This semester, we are joined and supported by one of CSJ's interns, Sylvia Mukasa. See her brief bio below!



I am a 2nd year doctoral student from Kenya at Indiana University of Pennsylvania. I'm currently a licensed therapist in the state of Maryland and have been working with different populations ranging from children to young adults in outpatient mental health agencies. I'm currently excited to work with the CSJ committee members for my field Internship this semester. My goal is to engage, network, learn, and enhance my multicultural competency and social justice advocacy leadership skills as I continue to develop my professional identity as a counselor educator trainee.

Professional Development Committee

Check out the latest webinar held by CSJ's Professional development Committee:

Race, Disability, & Social Justice: What is the Rehabilitation Counselor's Role?

Wednesday, October 5, 2022 6:00pm-7:00pm EST

Presented by: Dr. Keisha G. Rogers.

Description:

Rehabilitation Counseling is a distinct, but lesser known, area of counseling aimed at assisting persons with disabilities (PWDs) in gaining or regaining their independence through employment or other meaningful activity. The state federal vocational rehabilitation system (VR) was designed to help PWDs achieve this goal by eliminating barriers to employment. However, there are indications that barriers exist within the vocational rehabilitation system itself. Historically, there has been evidence of racial discrepancies in services provisions in VR counseling. This presentation will provide an overview of rehabilitation counseling, and examine discrepancies related to race and VR service provisions. Implications and recommendations on achieving social justice in rehabilitation counseling will be addressed.

Learning Objectives:

As a result of attending this presentation, attendees will:

1. Increase awareness of the history and profession of rehabilitation counseling
2. Highlight differences in VR service provisions of PWDs based on the client's race
3. Understand the rehabilitation counselors role in integrating multicultural social justice counseling competencies in serviced provided to PWDs from diverse cultural backgrounds

Counselors for Social Justice Presents...

**Race, Disability & Social Justice:
What is the Rehabilitation Counselor's Role?**



**Presented by
Dr. Keisha G. Rogers**

**October 5,
2022
6pm-7pm EST**

Learning Objectives

- Increase awareness of the history and profession of rehabilitation counseling
- Highlight differences in state federal vocational rehabilitation system service provisions of persons with disabilities based on the client's race
- Understand the rehabilitation counselors role in integrating multicultural social justice counseling competencies in serviced provided to PWDs from diverse cultural backgrounds



Participants will receive 1 CE hour through NBCC

Register at:
<https://bit.ly/racedisabilitywebinar>

Email professionaldevelopment@counseling-csj.org with questions

More PD Events!

Want to stay up to date on CSJ webinars and professional development opportunities? Sign up for our mailing list!

Research

Interested in getting involved in CSJ and have a passion for social justice-focused counseling research? CSJ's Research Committee is looking for members! Email research@counseling-csj.org for more information!

CSJ

RESEARCH

COMMITTEE

**OPEN TO
ALL CSJ
MEMBERS**

**CALLING ALL
STUDENTS
COUNSELORS
COUNSELOR
EDUCATORS**

JOIN US
As we seek to encourage social justice-focused counseling research

Please contact us with any questions
research@counseling-csj.org

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



2022-23 CSJ Leadership

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Committee/ Task Force Chairs

Advocacy Committee Chair: Sailume Walo-Roberts and Tina Onikoyi

Awards Committee Chair: Candice Norris-Brown and Natasha Moon

Conference Planning Committee Chairs: Delila Owens and Shreya Vaishnav

Marketing, Media, and Public Relations Committee Chair: Emma Giordano

Membership Committee Chairs: Liliana Burciaga and Lisa Wenninger

Mentoring & Leadership Committee Chairs: Christina McGrath Fair and Mercy Machado

Newsletter Committee Chairs: Darius green and Sam Steen

Professional Development Committee Chairs: Marlon Johnson

Research Committee Chair: Alfonso Ferguson and Suni Sharma

Journal of Social Action in Counseling & Psychology Editors: Lawrence H. Gerstein and Pamela Valera

Racial Justice Task Force Committee Chairs: Lauren Shure, Ebony White, Shon Smith, and Darius Green

School Counseling Task Force Committee Chairs: Frannie Neal, Delila Owens, Shekila Melchior, Caroline Baker

Strategic Planning Committee Chairs: Shanice Armstrong

Counselor Education and Supervision Committee Chair: Natasha Barnes

Newsletter Submission Guidelines

- **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. 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.

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