

# Toward Liberatory Interventions in Counseling Psychology

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# Overview



Our group & group process



Existing materials consulted & new materials created



Takeaways

# Interventions Group



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# Group Process

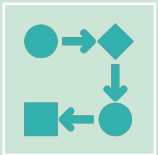


Discussed our assumptions about & experiences with intervention training at various levels - as students, professors, and practitioners

How is “intervention” defined in training programs?



Discussed our cultural backgrounds and positionality; what brought us to this work; the importance of centering & building relationship within a praxis of liberation



Explored existing resources & determined what we could create to best contribute to the mission of moving toward a liberatory interventions curriculum & praxis



# Materials Consulted: CCTC Liberated Syllabus



Council of Chairs of Training Councils (2021). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit. <https://www.cctcpsychology.org>

# Materials Consulted: CCTC Liberated Syllabus

## Strengths

- Critical consciousness □  
positionality, interrogating EBP  
(What “works”? For whom?  
Under which conditions?)
- Cultural considerations  
throughout
- Inclusion of feminist, queer, and  
liberation psych perspectives

## Areas for Growth

- Though students encouraged to  
critically examine assumptions  
within CBT approach,  
intervention training still focused  
primarily on CBT skills

# Materials Created: Transforming Interventions Supplement

- Teaching materials (readings, podcasts, videos) & activities on:
  - Decolonizing evidence-based practice and moving toward liberation
  - Culturally adapted interventions
  - Indigenous healing practices
  - Skills beyond CBT: Applying psychoanalytic/dynamic, humanistic, experiential/emotion-focused, relational, third-wave, somatic, and postmodern approaches (e.g., narrative, feminist)

# Takeaways: Toward Liberatory Interventions

- Liberatory intervention training:
  - Expands evidence-based practice to include ways of knowing and healing that are typically underrepresented within psychology education and training
  - Fosters critical consciousness □ What “works”? For whom? And under which conditions?
  - Infuses culture throughout
  - Tends to the process of teaching as well as the content □ parallel process of a praxis centered on building relationship (with clients in therapy and with our students in the classroom)





I celebrate teaching that enables transgressions - a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.

— *Bell Hooks* —

**AZ QUOTES**