Greetings from the Editors

We are thrilled to present the special issue of the SAS newsletter focusing on social justice advocacy and initiatives within the field of Counseling Psychology. We are excited to feature students’ voices highlighting their intersecting identities. We hope you enjoy reading about all of the great things individuals in our field are doing. We also hope to inspire you to follow in their footsteps by getting involved with advocacy or by continuing your current efforts. Please send us your news, questions, and topics that you would like to see addressed in the newsletter to newslettercoordinator.sas@gmail.com. Thank you for reading!

Radinka J. Samardzic, M.A. & Anil Lalwani, M.S.

Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not. - Dr. Seuss, The Lorax
When discussing matters that call for moral judgments—social justice being one of those—those of us in counseling psychology may find ourselves torn between two conflicting, or at least contrasting, perspectives. The first is that there are actions that are right and others that are wrong universally—that people everywhere are harmed if they are mistreated in certain ways and if they lack, but could have access to, certain basic conditions for living well (even if minimally) ...things like food, shelter, and a range of resources, services and opportunities. This is the position of moral universalism.

It holds that although as individuals we may disagree about which ways people ought and ought not to behave, about how they should and should not be treated, and about which resources, services and opportunities are “universally basic” and should be afforded to everyone, nevertheless there is a shared perspective that there are right answers to moral questions.

The other perspective is that of moral relativism. It is captured by the question, “Who are we to judge other cultures?” Who are we to apply our standards to adherents of other moral and religious systems? After all, they may not agree with us about what are right and wrong ways of behaving. They may not agree that what we take to be harmful is harmful, or they may not agree with us on what preconditions are essential to every worthwhile human life.

The first perspective leads us to make moral judgments. It often (but not always) derives from religious faith or from a belief in natural law, and it is likely to be expressed in terms of human rights. The second perspective leads us to abstain from making such judgments. Whereas the first perspective presumes that there are moral absolutes; the other views such a claim of presumptuous.
Consequently, moral judgments are relative to their time and place; they cannot be objectively justified and so cannot be absolute. Moral relativists further hold that we cannot step outside of our own moral world (which is only one among others), and so to morally judge others is ethnocentric or morally imperialistic, or both.

The disparity between moral universalism and moral relativism is central to some of the most divisive public issues of our time. Moral relativism often inspires the policies and legal arguments of multiculturalism in the name of respecting other communities and their traditions.

The conflict between moral universalism and moral relativism figures into debates about how to respond to terrorism, to “religion protection laws,” and to religious extremism within our own country and across the world. And it enters into the policies of human rights, social justice, religious freedom, and humanitarian interventions.

As individuals, as counseling psychologists, and as a divisional collective of APA (Society of Counseling Psychology), we struggle with the implications of both perspectives. Such struggle is healthy for us as individuals, as professionals, and as a profession as our perspectives and intuitions regarding moral judgments—about right (and rights) and wrong (and wrongs)—cannot help but affect our choices of practices and positions as professionals and as a profession.
Greetings from Cleveland State University!

Ashley Oliver, M.S. & Erica Wiley Whiteman, M.A

Co-Chairs, Student Affiliates of Seventeen

We are well into our third and final year as the Student Affiliates of Seventeen (SAS) Host Institution, and we would like to share some of our social justice initiatives and accomplishments with the SAS membership. Given the many injustices occurring throughout the world, our board decided that we would like this newsletter to focus on these events and the social justice efforts of Counseling Psychology students. As Counseling Psychology students, social justice and multicultural sensitivity are essential in our work and professional identities. We are proud of the work our SAS board has done and are excited to share the efforts of other Society of Counseling Psychology (SCP) students!

Following the discrimination and oppressive events that happened at the University of Missouri - Columbia (MU), SAS decided to write a statement of support to the students and faculty of the Counseling Psychology program at MU. This statement was written to let the students and faculty of MU know that we stand in solidarity with them. In addition, it was written to start a dialogue among students about racial discrimination issues on their campuses. We shared resources offered to us by respected leaders in SCP, including the website created by Janet Helms, Ph.D. (Boston College) during her SCP Presidency to address the issues of racism within higher education. Amy Reynolds, Ph.D. (University of Buffalo) has also developed a reference list of materials that address creating multicultural change in higher education and shared it with students through
Thank you Dr. Helms and Dr. Reynolds!

We are currently collaborating with the Diversity and Public Interest Committee (Anneliese Singh, Ph.D., University of Georgia and Lore M. Dickey, Ph.D., Louisiana Tech University) to create a fact sheet for students on the new APA Transgender and Gender Non-conforming Guidelines. This document will be sent to students and training directors in order to provide education on the new guidelines and ways to effectively use them in practice, research, education, and advocacy. As a collective, we plan to offer an informative webinar for students and training directors to learn even more about the Transgender and Gender Non-conforming Guidelines. Stay tuned for future webinar updates.

Our E-mentoring Co-Chairs, Sneha Pitre, M.A. (Cleveland State University) and Ashley Poklar, M.Ed. (Cleveland State University) successfully matched nine students with marginalized identities to mentors that share their social and professional identities. These mentor-student dyads are meeting regularly through a variety of online communication platforms, as well as phone calls, to assist the students in developing their professional skills and identities. Ashley and Sneha continue to check in with the mentee-mentor dyads and have received positive feedback on their experiences.

We will be hosting a one-hour symposium at the 2016 American Psychological Association Convention in Denver, CO titled, “Student Voices: Examining the Complexities of Power and Privilege in Higher Education.” We are very excited to be featuring three student groups from across the country. First, Reuben Faloughi, M.A. (University of Missouri) and Sarah May, M.A. (University of Missouri) will be presenting a case-study of institutional racism at the University of Missouri. Second, Shradhha Sundaram, M.A. (University of Florida), James Garcia, M.S. (University of North Texas), Ashley Oliver, M.S. (Cleveland State University), Brittan Davis, M.Ed. (Cleveland State University), Rebecca Fix, M.S. (Auburn University), Melanie Lantz, Ph.D. (Louisiana Tech University), Leighna Harrison, Ph.D. (Palo Alto University), and Candice Crowell, Ph.D. (University of Kentucky) will be presenting on the Grad Students Talk initiative, which is a student run group that allows students to have the space to process racial tragedies. Third, Emily Unzueta, M.A. (University of California), Andrew Choi (University of California, and Jennifer Bordon, M.A. (SUNY Albany) will be presenting on how to position Counseling Psychology students in current student protests. Finally, we are very excited that Julia Phillips, Ph.D. (Cleveland State University) will serve as discussant. She offers many years of clinical and research experience in the areas of cultural competency and the complexity of power.

In collaboration with Marie Miville, Ph.D. (Teachers College, Columbia University), SAS helped to develop and advertise the first ever SCP webinar. The webinar, Internship Process: Learning Beyond the Basics focused on the internship selection process and how students...
can effectively interview. The webinar also focused on understanding the internship ranking process, moving to a new area, and specific concerns for Counseling Psychology students.

The webinar was a huge success with over seventy students in attendance. Four training directors, Mary Ann Covey, Ph.D. (Texas A&M Counseling Center), Martin Michael, Ph.D. (Atlanta VA Medical Center), Eve Adams, Ph.D. (New Mexico State University), and Chris Sheldon, Ph.D. (Denver Health Chief Psychologist), shared their perspectives and answered many questions for students. A special thanks to our panelists for sharing their valuable time and expertise!

Grad Students Talk members, Ashley Oliver, M.S. (Cleveland State University) and Brittan Davis, M.Ed. (Cleveland State University), and other student leaders from the American Psychological Association of Graduate Students (APAGS), continue to process racial discrimination and aggression that is transpiring across the country. They continue to hold teleconference discussions that are accessible to all psychology graduate students with the most recent call titled: "University Advocacy Related to Institutional Racism."

We hope that you will consider participating in the next conversation. If you would like to participate in a Grad Students Talk teleconference, please visit http://gradstudentsstalk.weebly.com/ to sign up.

Furthermore, Brittan Davis, M.Ed. (Cleveland State University), attended the 2015 American Psychological Association Education Leadership Conference in Washington DC. After attending a two-day conference, she and other conference attendees met with various Members of Congress to lobby to restore eligibility to graduate students for the federal subsidized student loan program, as part of the reauthorization of the Higher Education Act.

Finally, we are proud to announce that the new Student Affiliates of Seventeen Host institution for the 2016-2019 term is Ball State University! We received a number of impressive applications, which made the decision difficult. Ball State University’s Counseling Psychology students and faculty offered many creative and sustainable ideas that put their application at the top of a competitive pile. We are excited to see Ball State University implement their innovative and engaging SAS initiatives. Ball State University will officially take over as the SAS Host Institution at the conclusion of the SCP Business meeting at the APA Convention in August. Please join us in congratulating them!

We are grateful for the opportunity to serve the field of Counseling Psychology by representing student voices within the Society of Counseling Psychology. We appreciate the involvement of students and psychologists as we work to provide opportunities for student engagement and social justice awareness.
Greetings to all SAS members! I want to start by thanking SAS leadership for inviting our section to provide an overview of the ways in which we support and address social justice. It is a timely invitation as our Section is in the process of re-evaluating our goals, priorities, and well, pretty much everything related to our Section! The past two years have definitely been ones of introspection and self-evaluation and those efforts have revealed that we need to better focus on the needs and values of our members. As counseling center staff and trainees, our members have a strong commitment to social justice, both personally and in the day-to-day work supporting students in higher education. As centers for training of emerging mental health professionals, we also have a strong commitment to supporting graduate students as they navigate their journeys toward achieving their academic and professional goals. Currently, we have a number of priorities and initiatives underway that reflect how social justice transcends the work of SCUCC.

Below is brief review of these efforts:

*Annual awards recognizing work with underserved populations*

Each year, SCUCC recognizes seasoned clinicians, Early Career Professionals (ECPs) and graduate students for a wide range of contributions, including outreach to underserved populations. Last year, Dr. Dianna Gonzalez of University of California - Irvine was recognized as the Outstanding ECP award winner because of her innovative approaches and tireless commitment to working with first generation, transfer, and undocumented students to help them achieve their educational aspirations. Dr. Gonzalez is one of many past award recipients who have been recognized for their work with marginalized college students.
Our Executive Committee (EC) recently reviewed the awards criteria and recognized that they were rather narrow and did not fully encompass all of the social justice related work that many do. Because of this, we decided to revise our criteria this year to include the broader category of social justice. We are thrilled to announce that our EC also unanimously voted to include a monetary component to our Section’s annual awards! We are excited about the opportunities that lie ahead to more formally and publicly recognize this critical work.

**Convention programming**

SCUCC participates in collaborative programming at APA convention on topics related to social justice. For example, in August, Nadia Aggour, a student representative from our Section, will be co-presenting with members of the Supervision and Training Section and the Section on Racial and Ethnic Diversity. Their symposium is titled *Addressing Xenophobia in Working with Immigrants and International Students.* In addition, last year two of our section’s APA student poster awardees showcased international collaborations between graduate students at University of Iowa and graduate students at Yonsei University in Seoul, South Korea.

**Financial awards**

We are aware that attendance at the Convention and all the great things that accompany the Convention are often reserved for those who have the financial means to travel. Our Section feels strongly that such opportunities should be available to all and toward that end, our EC recently voted unanimously to provide annual travel awards for ECPs and graduate students. We know this is only a small step toward addressing a larger challenge, but we are excited nonetheless to be contributing to solutions.

**Free membership**

In further recognition of privileges afforded those who are economically advantaged, SCUCC has always offered free membership for graduate students. In addition, our Membership Committee will be rolling out a free membership drive this year for all to join or renew their membership.

As mentioned earlier, SCUCC is currently in the process of re-evaluating our goals to make sure they align with the values of our membership and we know social justice emerges as one of our most important shared values. While we certainly have some initiatives in support of this, we would like to be more active in this arena to further our contributions and better reflect our priorities. Our EC has been discussing possible future initiatives, including a mentoring program for trainees of color and providing training/workshops on working with marginalized college student populations. We would love for you to join us as we explore these and other ideas. Please do contact me if you are interested in becoming involved in our section. Also, be on the lookout for announcements about all of the above and more in the upcoming months!
Greetings to all SAS Members! The Section for the Independent Practice of Counseling Psychology is delighted to be able to share with you what we are doing in the areas of multiculturalism and social justice, as well as ways that you can get involved. We welcome student involvement on our Leadership Team and in all of our projects and initiatives.

We serve as the voice of practice within the Division of Counseling Psychology (SCP), which is in itself a social justice issue. Most students enter the field with the goal of practicing psychology with a wide variety of individuals. Yet in much of our training and professional association work, we don't focus on our practice and providing services to clients. Much of SCP involves academic psychologists focused on training and research, and therefore practitioners are less represented in SCP as a group. We are pleased to provide a home for Counseling Psychologists and students who want to focus on practice.

How is the practice of psychology different for a Counseling Psychologist? Once I had a medical colleague tell me that I was different than other psychologists he worked with. He said that I wasn't focused strictly on testing, evaluation and diagnosis, as other psychologists he knew.

Rather, I was focused on my clients' experiences, including their cultural and marginalized identities.

I was pleased that he recognized this, and that I was able to explain to him that this is my Counseling Psychology perspective.

Counseling Psychologists infuse multiculturalism and the individual's contextual environment into everything they do! I do believe that practicing as a Counseling Psychologist is very different, and I have found that clients in all settings very much appreciate this.

Our Section focuses on multiculturalism and social justice in all that we do, whether that is our Student Poster selections, convention roundtables, research projects, or hospitality suite programs. We are exploring the possibility of initiating practice awards for psychologists and students. We are sponsoring two Roundtables in the SCP Hospitality Suite in Denver at APA2016: Ethical Issues in Multicultural Practice for Student Clinicians, and Using Your Graduate Experience to be the Best Practitioner Ever.
Our leadership team has initiated practice projects with a multicultural focus including a practitioner bias survey of students and SCP members during training. We are also interviewing prominent counseling psychology practitioners for our website, all of whom discuss their multicultural experiences.

Our student leaders include Christopher Stults, MS (Membership Chair, New York University), Mili Thomas, M.A. (Student Poster Session Chair, University of Pennsylvania Health System), Jeritt Tucker, M.S. (Research Project Coordinator, Pre-Doctoral Intern/Clinical Fellow, Harvard Medical School). Erica Wiley Whiteman, M.A. (Oral History Project Coordinator, Cleveland State University).

We have just unveiled our new website: www.div17indprac.org. We have resources for practitioners including interviews with prominent counseling psychologist practitioners (our first is Melba Vasquez, Ph.D., Past President of SCP and APA). We also have a list of myriad practice resources. Check it out!

Join us!!! We would very much like to initiate more specific projects around diversity, multiculturalism and how to build a multicultural independent practice. In order to provide easier access for all members, our dues are free. Just contact one of us at Mary O’Leary Wiley, Ph.D., ABPP (Chair), wiley510@gmail.com or Christopher Stults, MS, LMHC (Membership) christopher.stults@nyu.edu or sign up through our membership link on our website at www.div17indprac.org.

Lesbian, Gay, Bisexual & Transgender Issues
Mirella J. Flores
Student Representative

On Social Justice Advocacy: An Interview with lore. m. dickey, Ph.D.

lore m. dickey has been a member of APA Division 17 Section for LGBT Issues (SLGBTI) since his graduate student years. As a queer-identified counseling psychologist in training, Dr. dickey joined SLGBTI as a means to connect with others who shared his queer identity or shared an interest in working with queer people (queer is being used as an umbrella term to encompass people who do not fit societal norms in regards to gender or sexuality). In 2015, Dr. dickey was awarded the SLGBTI’s Social Justice Advocacy Award. This recognition comes as no surprise given Dr. dickey’s life-long commitment to social justice advocacy.

I had the pleasure of interviewing Dr. dickey about his social justice work. For Dr. dickey social justice advocacy means, “figuring out those places where something needs to change systemically to be more inclusive of everyone.” Social justice advocacy is a vital part of Dr. dickey’s being; thus, Dr. dickey decided to go back to school in his early 40s to become a counseling psychologist. Dr. dickey kept hearing about the “horrific experiences trans people had with mental health providers and [he] wanted to be part of the solution, not the problem.”
Dr. dickey and Dr. Anneliese A. Singh co-chaired the APA Task Force on Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. Both being feminist identified, multicultural counseling psychologists, there were certain values they did not want to compromise on when working on the guidelines, such as having trans voices heard. Although the guidelines were published in August 2015, they believe much work still needs to be done before the guidelines expire in 2022. One of the related efforts Dr. dickey is working on is a co-authored book with Dr. Singh that will extend the guidelines by covering topics they were not allowed to write about or write about in the ways they wanted to. This book, Affirmative Counseling and Psychological Practice with Transgender and Gender Non-Conforming Clients, will be available at APA's 2016 convention and is written specifically for psychologists.

Dr. dickey also mentors students involved in advocacy work. Dr. dickey and Luke Allen, a Counseling Psychology graduate student at the University of Missouri-Kansas City, are working on an Advocacy/Best Practice Guide to Improved Campus’ Climate for Transgender and Non-Conforming Students, Staff, and Faculty, which they hope to present at the World Professional Association for Transgender Health (WPATH’s) upcoming conference. They hope WPATH will make a policy statement about the importance of creating affirming campus climates across the U.S. and the world.

Dr. dickey has been involved in multiple advocacy efforts, but he is most proud of the one that is still developing. He was able to tell me it will be a suicide prevention tool targeted at trans people. As Dr. dickey stated, “suicide amongst trans people is an epidemic in this country,” and he hopes this tool will be helpful to trans people with suicidality.

Dr. dickey advises counseling psychology students who want to incorporate social justice advocacy into their role as trainees to get involved by putting their name in the hat when calls for nominations come out and to attend and present at the National Multicultural Conference and Summit. Dr. dickey emphasizes the importance of building support, ranging from friends and peers to mentors, because “you cannot do this work by yourself, you'll burn yourself out too quickly.” Dr. dickey also spoke to the importance of self-care and work-life balance. I will leave you all with this quote and encourage you to sit with it for a minute: “What are you doing to take care of yourself? Because if you do not take care of yourself, all the social justice stuff that you do in the world is not going to make a hell means difference, because you will not be able to keep up the work.”

A more in depth version of this article can be found here.
Positive Psychology
Dr. Rhea L. Owens
Section Chair

The Section continues to work on a number of projects and initiatives, and for this issue we would like to focus on our social justice advocacy and initiatives in particular. We will also share some additional highlights and announcements.

Social Justice Advocacy and Initiatives

As a field, positive psychology has been criticized for lacking a cultural focus; however, substantial strides have been made in more recent years. This past spring and summer, a two-part special issue on Applications of Positive Psychology in The Counseling Psychologist was published, which included a number of articles by members of our section. This endeavor was initiated by leadership within the Positive Psychology Executive Board. In the call for submissions, we specifically requested articles that addressed social justice related to positive psychology. We also asked that each article, regardless of its main focus/theme, address and/or include a section on cultural considerations defined broadly (e.g., race, ethnicity, age, disability status, gender, sexual orientation, SES).

We are also proud that several of our section members specialize in cross-cultural and social justice research, teaching, and practice, such as: Lisa Edwards, Jeana Magyar-Moe, Jennifer Teramoto Pedrotti, and Joel Wong.

Many important scholarly contributions have stemmed from these individuals. For instance, Drs. Teramoto Pedrotti and Edwards served as editors of the book “Perspectives on the Intersection of Multiculturalism and Positive Psychology,” with one chapter by Dr. Magyar-Moe. This book includes chapters on a number of underserved, underrepresented populations and advances in the field of positive psychology. Similarly, Dr. Wong, along with Dr. Wester, are the editors of the APA Handbook of Men and Masculinities.

As a section, we hope to continue addressing the major criticism of lacking a cultural focus. We plan to do so by holding conference presentations addressing this topic, advancing scholarship in this area, and highlighting our members that are doing strong work in this area. We also hope to continue building our student membership and advocating for their unique needs.

Section Awards
Our Section Award application deadline is approaching,
including the Student Award for Distinguished Contributions to Positive Psychology. We hope to see a large pool of wonderful student applications – we know you are out there! The first step is to submit nominations; we encourage self-nominations. If you nominate yourself or someone else, please do so by March 15th by emailing Rhea Owens (rhea.owens@ubc.ca). If you nominate someone else, the Awards Committee will contact the nominee to let her/him know and to encourage her/him to submit application materials. The deadline for submitting application materials to Dr. Owens is April 30th. Please see our website (http://www.div17pospsych.com/annual-awards/) for more information about the awards.

**Student Leadership Opportunities**

The section will soon be accepting applications for open leadership positions on the Executive Board. Two positions will be available for students—the Student Representative and Practice Representative. These are two-year positions that begin in August at the APA convention. The Student Representative is largely responsible for coordinating the Student Campus Representative initiative and communicates regularly with each Student Campus Representative. They also help other Executive Board members as needed. The Practice Representative collects and shares practice/clinical resources with our members and provides regular communication with our membership.

The Executive Board also has regular quarterly conference calls. More information about these positions and application deadlines will be shared through the Positive Psychology Section and Division 17 listservs.

Another leadership opportunity available includes the Student Campus Representative position. We accept applications for these positions on an on-going basis and ask students to participate for approximately one year; however, involvement can extend beyond one year. This position involves increasing knowledge and engagement around positive psychology of students at the Student Campus Representatives’ universities. For more information about this position or if you are interested in applying, please send an email to our Section’s Student Representative, Adam Fishel (adamfishel@gmail.com) with your CV and a brief statement about yourself and your interest in positive psychology. If you’d like to nominate someone else, please send his or her contact information to Adam as well.

**Featured Members**

We have some amazing members, and the Section highlights these outstanding individuals on a monthly basis. Recent featured students included Beatriz Bello (University of California, Santa Barbara) and Rebecca Kinsey (Ball State University). Featured professional members included Drs. Christine Robitschek (Texas Tech University) and Bryan Dik (Colorado State University). To read the featured members’ interviews please see: http://www.div17pospsych.com/

Join by going to: http://www.div17pospsych.squarespace.com/join-the-section/
Psychotherapy Science  
Dr. Margit I. Berman  
Section Chair

The Section for the Promotion of Psychotherapy Science is actively engaging in social justice by seeking to expand research and scholarly discussion about the role of underrepresented groups, ethnic and racial minorities, and women in psychotherapy research. Our 2016 Roundtable discussion at the American Psychological Association convention in Denver, chaired by Wonjin Sim of Chatham University, has as its theme “Promotion of Multicultural Psychotherapy Science: What do we have to learn? What do we have to offer?” A variety of multicultural psychotherapy scholars, including Drs. Changming Duan, Derald Sue, Jairo Fuertes, Karen Tao, Stephanie Budge, and Jesse Owen, among others, will be present to discuss this topic, and we will also present our Student Award as well as our Lifetime Achievement Award to a prominent psychotherapy scientist at this roundtable.

Also in Denver our section is presenting an interdivisional symposium (with Division 49, Group Psychology and Group Psychotherapy and Division 35, Psychology of Women) entitled Group Therapy in a Diverse, Global Society: A Tool for Meaningful Change. This symposium will explore the social justice beginnings of group therapy with a historical review by Dr. Ruth Fassinger, as well as discuss current research across settings, problems, and populations. Social justice is central to the symposium, as feminist and size acceptance perspectives and interventions are prominently featured.

Our section invites SAS newsletter readers to join us for these two exciting events at APA in Denver this summer, and we welcome student members and student involvement. There is a student board position that creates leadership opportunities for new psychotherapy researchers and scientist practitioners, and we offer an outstanding student award. See our website and become a member (free!) for notification of award and leadership opportunities. http://www.div17.org/sections/promotion-of-psychotherapy-science/
Vocational psychology is rooted in a history of social activism, as Frank Parsons and other early vocational psychologists were interested in the elimination of worker exploitation (particularly immigrants and children), an increasing disparity between the working poor and the rich, and educational disadvantages. Although structural and systemic causes of work-related injustices continue to permeate the U.S. economic landscape, vocational psychology has sustained its focus on the underserved. For instance, the psychology of working perspective (Blustein, 2001) posits that working is a fundamental aspect of life and acknowledges the lives of individuals who have been consistently overlooked or forgotten in vocational psychology research because of their social class or other forms of social oppression (Blustein, Kenna, Gill, & DeVoy, 2008). Vocational psychology, therefore, is well-positioned to advance understandings of work-related injustices and global poverty by challenging capitalism and its values, practices, and assumptions that continue to oppress large groups of individuals (Borgen, 2005). Vocational psychology infers that jobs differ greatly in regards to opportunities, safety, growth, self-expression, and other attributes. Consequently, the past decade has demonstrated a movement away from vocational theories that emphasize personal choice, as inherent in such decision-making, fit, self-actualized growth, and self-expression is privilege. Privilege, in its knowingly ignorant fashion (Ortega, 2006), goes unquestioned within the dominant discourse of U.S. society and psychology scholarship, and continues to perpetuate the ‘pull yourself up by your bootstraps’ mentality that is integral to capitalism’s rugged individualism.
A growing body of literature in vocational psychology, therefore, has focused on the complexity of volition in career choice (i.e., career choice and opportunities available to a person is greatly impacted by privilege and social capital) (e.g., Blustein, 2013), the challenges of discrimination within the workplace (e.g., Fassinger, 2008), the importance of relationships in the co-construction of work and personal life meaning (e.g., Richardson, 2012), women’s work and personal care work (e.g., Schultheiss, 2009), career concerns and barriers of immigrant workers (e.g., Schultheiss & Davis, 2015), and social constructionist and discourse analysis perspectives of career (e.g., Stead & Bakker, 2009).

Despite such advancements, vocational psychology has substantial room for growth, such as in the development of a more overt social justice stance in scholarship and practice, and an increased focus on marginalized populations. For instance, Vera and Speight (2003) highlight the shortcoming of much counseling psychology research, as it often pays lip service to social justice and cultural diversity, and fails to put forth emancipatory practices for counseling psychologists.

Therefore, Prilleltensky and Prilleltensky (2003) call for the need of counseling psychologists to apply diversity to our own personal and professional practice, listen to the critiques of helping professions and societal status quo offered by individuals with marginalized identities, and to take action toward liberation of the very oppressed groups that we research. As such, psychologists and psychologists-in-training are encouraged to remain critical of our work, challenge our assumptions and biases, and expand our conceptualization of social class (Liu & Ali, 2005). Without such an overt expansion of professional practices beyond counseling, such as advocacy and community and policy-level interventions, counseling psychologists will remain guilty of maintaining the status quo rather than working toward social change (e.g., Goodman et al., 2004). Vocational psychologists and psychologists-in-training are, thus, encouraged to take an intentionally emancipatory communitarian approach to vocational psychology (Blustein, McWhirter, & Perry, 2005).

Stead and Prilleltensky (2010) address the potential struggle individuals may have when attempting to simultaneously adjust to and challenge the world of work through what they refer to as the adjust-challenge dilemma. This dilemma consists of four potential positions: “(a) adjust to, and challenge the system, at the same time; (b) adjust but do not challenge; (c) challenge but do not adjust; and (d) neither adjust to the system nor challenge it” (Stead & Prilleltensky, p. 322). Therefore, one primary way, we as psychologists-in-training, can challenge ourselves to question and confront the status quo, and to move the field forward is active engagement in social justice advocacy and through the incorporation of social justice training in our graduate programs (Ali, Liu, Mahmood, & Arguello, 2008).
Specifically, this means challenging and supporting ourselves, our peers, and our faculty to move beyond discussions and scholarship on injustice and diversity, and to incorporate a genuine and concerted effort to create a safe space to engage in critical reflective practice and social activism. Whether advocating for clients, marginalized workers as a whole, or even us as students and our future work-life concerns, psychologists and psychologists-in-training need to remain critical of our work and engage in liberatory practices beyond scholarship and therapy.

References


Radford University's Doctor of Psychology program in Counseling Psychology has collaborated with the Community Health Center of the New River Valley, now a federally qualified health center (FQHC), in recent years to help overcome the various barriers that individuals in this community who are in need of mental health services face. This not only allows doctoral students to receive optimal clinical training opportunities in integrated care settings but also provides much needed services to patients residing in this rural area. Radford's doctoral program has recently been awarded $95,000 from the Jesse Ball duPont Fund that will further enhance the well-being of the community through high-quality behavioral health services at the Community Health Center of the New River Valley.

Furthermore, the Counseling Psychology Student Organization (CPSO) at Radford University, which is comprised of the doctoral students of the Counseling Psy.D. program, has engaged in various activities promoting social justice.

For the last five years, Psy.D. students have been running the School's Out Lunch Delivery (SOLD) program, a program that helps feed Radford children who would normally qualify for free or reduced lunch when school is in session. This annual summer project consists of Psy.D. students bagging groceries and hand-delivering them to families on a weekly basis.

Recently, the CPSO applied for and received funding through the university to sponsor a transgender speaker, writer, and activist, Aiden James Kosciesza, to visit Radford and talk to students, faculty, staff, and community members about transgender terminology and polite, appropriate ways of interacting with members of the transgender community. This contact with a transgender individual and the education provided by him was aimed to 1) raise awareness and knowledge about transgender people and 2) with this knowledge, reduce the stigma and discrimination transgender people continue to
face today.

Social justice work does not end here for Radford’s Psy.D. students. Other activities in which Psy.D. students have participated include collaborating with the Diversity Awareness Programming (DAP) Board to show support for the Black Lives Matter movement that occurred on Radford’s campus and organizing a table/booth at Radford’s annual Winter Wonderland event, which provides arts, crafts, gifts, and fun activities around the holiday season to impoverished children and families in the Radford community. Psy.D. students and faculty are also involved in ongoing research projects that aim to promote the well-being of various populations, with a special focus on the unique experiences of individuals who live in rural communities. With social justice as a major pillar of their doctoral program, Radford's Psy.D. students are committed to enhancing the welfare of the university and greater community through social justice initiatives.

University of Kentucky
Katherine Cascio, M.S., Ed.S.
Program Representative

University of Kentucky’s Counseling Psychology doctoral students are engaged in many social justice oriented activities, such as:

The annual “Ally Development Workshop,” which is facilitated by second year doctoral students. The workshop offers a daylong training on becoming active and competent allies to groups with diverse racial, gender, sexual orientation, class, and gender expression identities.

Assist with the “Cultural Competence in Healthcare” undergraduate class, in which eight students across all years of the program lead experiential and process groups to help undergraduate students pursuing healthcare careers increase their cultural competence and knowledge of diversity issues and healthcare disparities.

The “Social Justice Advocacy Group” is co-hosting “A Call to Action,” which is university-wide town hall meeting on the campus climate for students of color. The advocacy group is comprised of students from all class years.

The “Social Justice Scholar Series,” which is a book club focused on different social justice issues that meets 6-8 times per academic year. Discussion groups are co-hosted by doctoral students from all class years.
**Springfield College (SC)**  
**Clare Devine, M.S.A.**  
**Program Representative**

The Springfield College Counseling Psychology program curriculum includes a social justice course that students take in their first year (prior to practicum) in which they learn about the theoretical foundations of social justice oriented counseling psychology through an exploration of critical, liberation, feminist, and community psychology.

They also engage in self-examination, and explore privilege and oppression, individual and systemic advocacy, community consultation, community building and outreach, prevention, and policy work. The community experience portion of the course exposes students to work at the meso (community, organizations) and macro (government, policy, social norms) levels in addition to, the more traditional micro (individual) level. Students spend approximately five hours each week working in community-based sites such as schools, community agencies, and public health departments. Rather than working in traditional psychologist roles at these sites, students develop skills in areas such as prevention, consultation, inter-professional collaboration, and advocacy.

A second emerging initiative is a partnership with the College’s community service program to offer vocational and mental health advocacy and counseling as well as prevention programming at a new community engagement center focused on educating students while engaging with community members to address community needs. The center plans to open in the fall of 2016.

A final initiative is annual participation by students in the Humanics in Action Day, a day in during which no classes are held and students join teams of volunteers across the college in order to engage in community service with schools, churches, senior citizen facilities, child-care centers, community organizations, city agencies, and neighborhoods.

Psy.D. students serving within a practicum placement at the SC Counseling Center have also engaged in the Student Support Network, which is a campus outreach initiative that involves co-facilitating trainings to teach students how to identify if their friends are in distress (i.e. dealing with depression, anxiety, substance use issues, suicidal ideation, etc.) and how to provide support or connect them with available resources. Counseling Psychology students are also chairing a planning committee to organize an Out of the Darkness walk on campus for suicide prevention that is sponsored by the American Foundation of Suicide Prevention. The undergraduate Psychology Club and newly formed Active Minds groups are also part of the planning committee.
Iowa State University
Patrick Heath, M.A.
Program Representative
At Iowa State University, the Counseling Psychology doctoral students host a daylong symposium each fall addressing topics related to social justice and multicultural competency. During the day, we have students, faculty, and a speaker from the community present research and applied topics related to that year’s theme. This upcoming fall will be the third year of running this symposium.

Texas A&M University
Jeremy Saenz, M.Ed.
Program Representative
The Texas A&M University (TAMU) Counseling Psychology Doctoral Program has made several significant efforts to stay true to its commitment to social justice and change. Through these efforts, several communities have been impacted by creating an environment that is safe, affirming, and facilitates needed change. The program’s social justice initiatives are as follows:

Diversity Statement
In recognition of the need to continuously maintain a safe, affirming, and comfortable environment for learning, clinical practice, and work, the Counseling Psychology program helped facilitate a committee (led by Dr. Charles Ridley, Jeremy Saenz, Christine Rosner, Dagoberto Herrera, and Michaela Walsh) to improve its diversity statement. The revised statement has been accepted and posted on the program’s website: http://epsy.tamu.edu/sites/epsy.tamu.edu/files/Resolution%20on%20Diversity%202016.pdf.

Multiculturalism Focus
In efforts to ensure that the program’s clinicians/students have the training needed to work with an increasingly diverse population, the Counseling Psychology program has instilled a multiculturalism class as part of its degree requirements. The program has also put an emphasis on multicultural competency in other courses throughout the curriculum. Additionally, the program has had numerous publications focusing on multiculturalism in order to further impact the greater psychological community and provide essential information that facilitates multicultural competency. Notably, Drs. Lizette Ojeda, Linda Castillo, and Charles Ridley have been prominent in this regard.

Texas A&M Telehealth Counseling Clinic (TCC)
Dr. Tim Elliott, a tenured TAMU faculty member and TCC Executive Director, recognized the health disparities occurring within the Brazos Valley in Texas, which is a designated health and mental health provider shortage area. Through his efforts he obtained funding from the Health Resources and Services Administration (HRSA) and Medicaid 1115 Waiver to establish a clinic that delivers counseling services via telepsychology means, which allows for people in rural areas of the Brazos Valley to receive treatment that they would not otherwise be able to obtain.
In addition, the services are of no charge to the TCC clients, as the aim is to address the prominent health disparities of the area. Currently, the clinic continues to expand and has become an essential part of the Brazos Valley in regards to mental health treatment.

The Clinical Director, Dr. Carly McCord, has installed an essential research program as part of the clinic that has produced numerous manuscripts addressing health disparities, underserved populations, and telepsychology. The goal of the research program is to further impact policies and efforts regarding telehealth and to meet the needs of individuals who experience health disparities.

Texas A&M University Counseling and Assessment Clinic (CAC)

The CAC is a community health clinic that provides services at a sliding scale to residents of the Bryan/College Station, Texas area. This area is a noted health and mental health provider shortage area, which has had a great need for mental health services. The clinic has helped address the notable health disparities and financial difficulties this area experiences by providing notably lowered fees for assessment and counseling services.

Diversity Scholarship

This scholarship is awarded to help provide financial assistance to students who are entering their first year, show great promise, and may otherwise be unable to afford the cost of tuition.
Social Justice and Advocacy at Ball State University

Kerry Beduna, M.A.

Program Representative, Ball State University

The doctoral program in Counseling Psychology and Guidance Services at Ball State University supports graduate students in their promotion of social justice efforts in their coursework, clinical work, professional development, research, community involvement, and leadership experiences. The program offers cognates, or specialty areas in diversity and social justice among many other areas, which allow students to take coursework and build their skills as social justice advocates. One of the many ways that faculty and students collaborate to promote social justice is through the Multicultural Programming Committee (MPC), which consists of faculty and graduate students who meet regularly to review issues relevant to providing a multicultural perspective in the training of all students in the program. The diagram on p. 24 represents how our department incorporates the importance of social justice in all areas of work and through a scientist-professional-advocate model.

Social justice initiatives that our students are involved with are both big and small, but I would like to highlight just some of the projects that our students have been involved with recently.

Clinical Work

Through our Practicum Clinic, which is operated by graduate students and serves a community population, many of our students are involved in an outreach team that builds partnerships in the community to promote our services and fulfill a community need for low-cost counseling services. In addition, advocating for clients and connecting them with resources in the community is an important part of our supervision training model. Students and faculty are also establishing the first satellite clinic for a local community college to provide low-cost services and outreach programs to promote their services. In addition, as a part of a diversity cognate, a few of our doctoral students are developing an evidence-based training for master’s level graduate students who are working with first-generation college

students at this site and others.

Community Intervention

Students who are doing practicum work at the Ball State University Counseling Center have the opportunity to serve on a variety of outreach teams for the Ball State community, including diversity, suicide prevention, sexual threat and oppression prevention, alcohol and substance abuse, eating disorders, and stress management. One very successful outreach program that was originally developed at Ball State and is co-led by our graduate students is the Safe Zone and Trans Safe Zone program, which trains students, faculty, and staff to be allies to the LGBT community. Many of our students have co-developed unique outreach programs, including a bystander intervention program for sexual assault and a disability conversation hour. One outreach program called kNOw More Secrets was developed by students as a part of their Social Justice class. This outreach applies the theory of empowerment through inviting students to read insightful and entertaining excerpts from their childhood journals in order to spread a message of hope and acceptance of diverse experiences.

Our students are also very engaged in building relationships to create change in the greater community surrounding Ball State campus, including attending Muncie RACE (reconciliation achieved through community engagement) meetings, mentoring at-risk young adults applying to college through the TeenWorks program, and leading psychoeducational groups at a transitional home for substance abusers.
Leadership and Professional Development

Ball State graduate students are involved at the local, state, and national levels in research projects and professional organizations. Our students who are representatives in professional organizations include but are not limited to: Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues), the APAGS Committee on Disability Issues in Psychology, the APAGS Advocacy Coordinating Team, Division 52 (International Psychology), the Diversity Committee of the Indiana Psychological Association, and the Governmental Affairs section of the Indiana Psychological Association. A few of our students work for, or with, the Ball State Center for Peace and Conflict Studies which provides community programming and academic and research opportunities to promote the peaceful resolution of conflict and the reduction of violence. The center hosted the Benjamin V. Cohen Peace Conference: Peace in Troubled Times on April 1-2, 2016.

As the incoming SAS Host Institution (2016-2019), Ball State students are excited to continue to promote social justice through their own work as well as through creating broader initiatives for members of SAS. We look forward to hearing more about all of the social justice activities that members of SAS are engaging in because we see social justice as an essential part of the identity and focus of Counseling Psychology.

Incorporating Social Justice into Clinical Practice and Training in College Counseling Centers

Martinque Jones, M.Ed.

Doctoral Intern, University of Florida Counseling and Wellness Center

What is social justice? According to Vera and Speight (2003), social justice is a perspective that “emphasizes societal concerns, including issues of equity, self-determination, interdependence and social responsibility” (p.254). Social justice is distinct, yet inseparable from multicultural competency, which is recognizing and appreciating the cultural nuances that shape the therapeutic process (Sue & Sue, 2007).
Though major efforts have led to further understanding of multicultural competency in training and practice, there is less discussion regarding how to translate social justice and advocacy into the education and practice of counseling psychologists (Jones, Sander, & Booker, 2013).

At the University of Florida Counseling and Wellness Center (UF CWC), clinicians have made significant efforts to not just talk the talk, but also walk the walk when it comes to social justice. Social justice is infused within clinical practice, outreach and consultation initiatives, as well as clinician education and development.

At the UF CWC, Peer Support (a program incorporating the Wellness Recovery Action Plan® and Intentional Peer Support groups), is a distinct clinical intervention aligned with the mental health recovery movement. Additionally, the center houses the prized ASPIRE program, an outreach initiative specifically targeted toward addressing the needs of underserved students. The Social Justice Summit, featuring Dr. Joe White, was also a recently featured outreach program. During this momentous program, the campus community was challenged to take social responsibility and grapple with how they may promote social justice on campus. Other noteworthy outreach and consultation programs include, the University of Florida International Initiative Team (UFIIT) and the Collegiate Recovery Community—campus programs designed to support international students and students in substance abuse recovery, respectively. The center also facilitates Cultural Awareness Dialogues for staff and a Diversity Processing Series for trainees, both of which are process-oriented seminars focused on challenging biases and working towards campus advocacy; these seminars are aimed at cultivating a social justice framework beyond that which is concentrated on specialized student populations (e.g., LGBT, students of color, or veterans).

The University of Florida Counseling and Wellness Center prides itself on valuing multicultural competency and social justice, yet recognizes there are many ways in which the center’s programming could be further enhanced. To that end, it is my hope that this article not only illustrates how social justice can be applied in a college counseling center, but also challenges you to consider means by which you may innovatively strive for social justice in your own practice or educational setting.

References


A Student Perspective on Cross-Cultural Work and Allyship

Beth Hunt, M.A.

Doctoral Student, Counseling Psychology University of Missouri - Columbia

Rwandan survivors of the Genocide against Tutsi often use the word *ihahamuka* to describe the trauma they have experienced. This translates loosely to losing control of your body and lungs, describing the visceral psychological and physical experience of trauma. When I visited Rwanda in 2013, I worked as a counseling intern in an HIV/AIDS trauma counseling clinic. It was there that I was able to counsel and work alongside women who had contracted HIV/AIDS as a result of sexual violence experienced during the genocide. These women shared their rich personal stories that highlighted the resiliency of those who face systemic barriers, but also showed me opportunities for increased access to care and support. This clinical experience spirited my desire to increase equity of access to medical and mental health care for Rwandan women and their dependents. Since then, I have worked with Step Up! an organization founded by Dr. Béa Gallimore, retired faculty at the University of Missouri-Columbia (MU), to empower and advocate for Rwandan women survivors of genocide.

Through grass roots work in Rwanda, Step Up! aims to provide training and education to mental health providers and other agents of change to meet the psychological and economic needs of survivors of trauma and their dependents.

Additionally, our organization also provides financial support to Rwandan women who generate self-sustaining income through planting crops, raising cows, and bee keeping. In cross-cultural mental health work, I have seen firsthand the importance and impact of creating space for growth and self-sufficiency for marginalized populations through empowerment and opportunity. By utilizing a collaborative approach and working directly in the communities, we are able to support talent and skill within them, leading to a much more meaningful and sustainable impact.

In light of movements to create racial equity at MU and other college campuses, it is imperative that space continues to be created for those that are marginalized and, in my opinion that is what makes work done by Step Up! so important. Rather than individuals of privilege identities, like myself, deciding what is necessary, it takes active collaboration with communities and creating opportunities for empowerment. I am honored to be a part of the work and grateful to utilize my professional training and skills in a way to empower and
**Student Spotlight**

Christopher Allen, M.Ed.

Counseling Psychology Doctoral Candidate Oklahoma State University

Any experiences worth sharing that can provide a sense of how challenging it could be as a TGNC and full-time graduate student in psychology?

I identify as a transman with Native American heritage, and I come from a small community in the Midwest. I have always known that my choices impact my daughter tremendously, and becoming a full-time Counseling Psychology doctoral student was no small change for either one of us. Exchanging her small classroom size in our hometown, for a much larger one in a college town felt daunting to her, and she had to find a new peer group during her 9th grade year. This was also in the beginning of my transition, so this was indeed a time of big adjustment for her. Thankfully, her school psychologist and guidance counselor were very professional and guarded our confidentiality well. I have to say, I am very proud that she is an advocate and strong ally for the LGBT community. As for me, the big challenge came during the first practicum interview. I felt uneasy from the beginning, and I could feel their discomfort with my presentation. Not fully knowing how to identify as a transgender person in this new setting, I was not forthright about my transition. Beyond the clinical duties, the description of job responsibilities was defined as specifically female, and I knew I would not be a good fit there.

At first, it felt like a personal defeat, but I later realized that my self-identity was not yet fully developed, and I was struggling with how to come out as transgender.

As chance would have it, the alternative practicum setting I chose presented an opportunity to counsel a transgender inmate that forever changed my life.

Any successes or rewarding experiences you have had while dealing with academic challenges?

Absolutely! The people within my department and the College of Education have been very supportive of my transition and have embraced me for who I am.
I feel confident some of the staff and faculty had never had close interactions with a transgender individual before, and I was told by the registrar’s office I was the first person to request a gender marker and name change on my documentation.

They were very friendly and treated me with respect. The Department Head and Dean of the College of Education were also very supportive, and I later learned they proactively contacted other departments involved with demographic information changes so I would not have to take care of it myself. Additionally, I had large out-of-pocket medical expenses with my transition, and when I appealed to the scholarship financing committee to consider my lack of medical insurance coverage due to how I identify, they generously awarded me two different scholarships that were a tremendous financial help. I am so grateful my university chose me to be in their doctoral program, they have provided the much-needed acceptance that I lacked for so many years.

SAS Board