

edited by **Courtland C. Lee**

COUNSELING for SOCIAL JUSTICE

Third Edition



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American Counseling Association Foundation

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edited by **Courtland C. Lee**

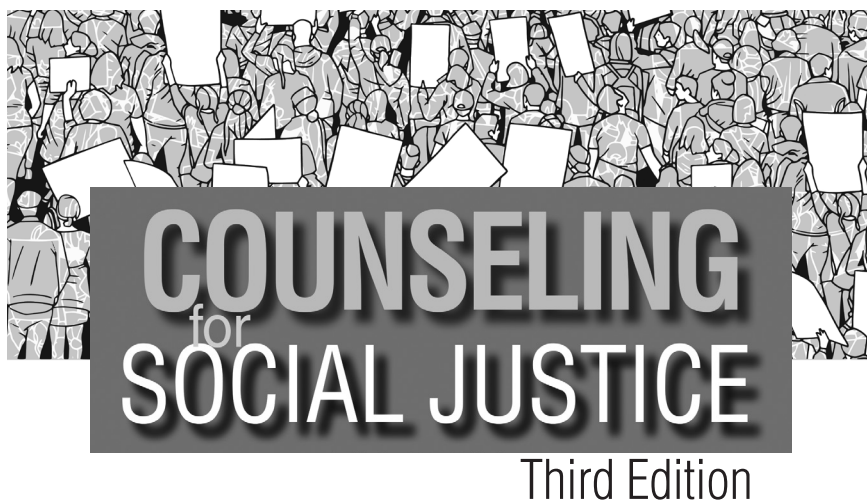
COUNSELING for SOCIAL JUSTICE

Third Edition



6101 Stevenson Avenue, Suite 600 | Alexandria, VA 22304

www.counseling.org



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*To Dr. Thomas S. Gunnings (1935–2010).
Esteemed psychologist, educator, and professor emeritus,
Michigan State University.
All we know about counselors as advocates of systemic change
started with you!*

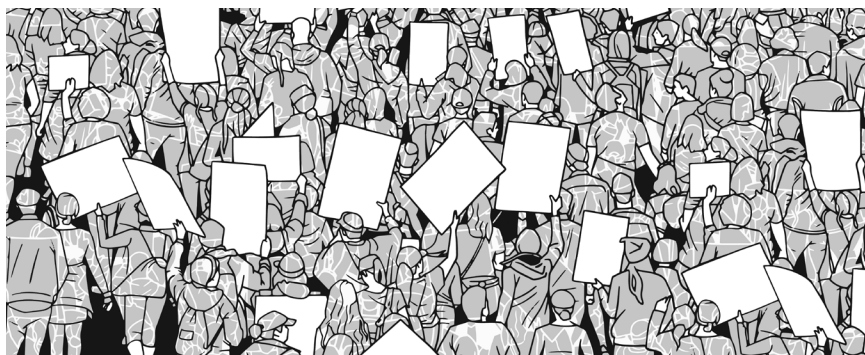


Table of Contents

Preface	ix
About the Editor	xiii
About the Contributors	xv
Acknowledgments	xxiii

Part I: Introduction

Chapter 1

Counselors as Agents of Social Justice	3
<i>Courtland C. Lee, Romina Baldwin, Suelle Micallef Mamarà, and Lauren Quesenberry</i>	

Part II: Promoting Social Justice and Challenging Oppression

Chapter 2

A Culture of Positive Peace: Counseling for Structural and Cultural Transformation	23
<i>Vivian V. Lee</i>	

Chapter 3

Ensuring Equitable and Inclusive Global Education: Transformational Perspectives for Global Counseling in Schools	43
<i>Vivian V. Lee and John Carey</i>	

Chapter 4

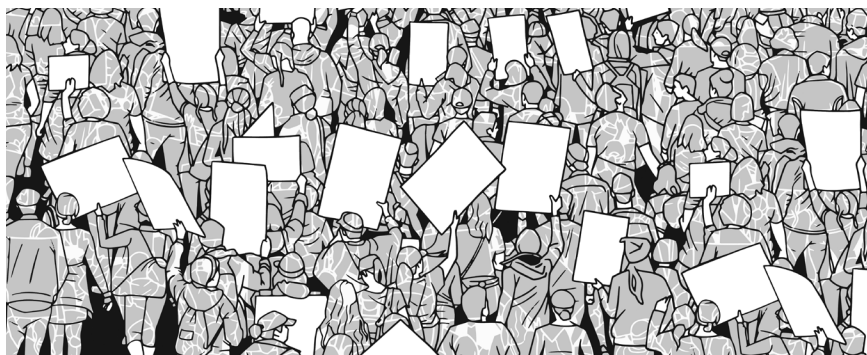
Advancing Social Justice by Advocating for Decent Work	65
<i>Elif Balin and ZiYoung Kang</i>	

Chapter 5	LGBTQQI Social Justice Issues and Advocacy Strategies	87
	<i>Michael P. Chaney and Michael D. Brubaker</i>	
Chapter 6	International Perspectives on and Advocacy Against Ageism	107
	<i>Laura R. Shannonhouse, Amanda D. Rumsey, and Mary Chase Breedlove Mize</i>	
Chapter 7	Counselor Advocacy for Access: Addressing the Challenges of People With Disabilities	127
	<i>Keith B. Wilson, Jason E. Gines, and Tierra A. Caldwell</i>	
Chapter 8	Challenging Sexism: Promoting the Rights of Men and Women in Contemporary Societies	137
	<i>Anabel Mifsud and Anna Borg</i>	
Chapter 9	Crossing Borders: Social Justice and the Challenge of Undocumented Immigration	159
	<i>C. Adolfo Bermeo and Sheena Vella</i>	
Chapter 10	Combating Racism, Racial Discrimination, Xenophobia, and Related Intolerance in Counseling	173
	<i>Roy Moodley and Sela Kleiman</i>	

Part III: Social Justice: A Focus on Professional Issues

Chapter 11	The Role of Neuroscience in Advancing Social Justice Counseling	191
	<i>Carlos P. Zalaquett and Allen E. Ivey</i>	
Chapter 12	Social Justice and Counseling Ethics	205
	<i>Barbara J. Herlihy, Angela E. James, and Karen Swanson Taheri</i>	

Chapter 13	
Conducting Socially Just and Relevant Research	221
<i>Cheryl Holcomb-McCoy</i>	
Chapter 14	
Training Counselors as Agents of Change: A Pedagogy for Social Justice	239
<i>Courtland C. Lee</i>	
Chapter 15	
Final Thoughts: The Counselor as Agent of Social Justice: The Process of Becoming	249
<i>Courtland C. Lee</i>	
Index	255



Preface

Like its predecessors, this third edition of *Counseling for Social Justice* is about social justice and its role in the counseling profession. Social justice encompasses the professional, ethical, and moral responsibility counselors have to address the significant social and economic inequalities that may have a negative impact on psychosocial development for various groups of people. Social justice relates to a counselor's sense of social responsibility. It involves counselors taking a stand on social issues and working to eradicate systems and ideologies that perpetuate discrimination, foster oppression, and disregard human rights.

National and international events since publication of the second edition in 2007 prompt the need to review the nature of social justice and its importance in advancing the theory and practice of counseling. As the profession of counseling continues to expand internationally, it is important to examine issues of social justice within a global counseling perspective. In developing their chapters, the contributors were asked to consult resources from the United Nations; the United Nations Educational, Social, and Cultural Organization (UNESCO); the United Nations International Children's Emergency Fund (UNICEF); the International Labour Organization (ILO); and the World Health Organization (WHO).

Counseling for Social Justice is designed to provide professional counselors with direction for becoming agents of social change who intervene not only in the lives of their clients but also in the world around them. The contributors emphasize the need to direct counseling skill toward the significant contemporary issues that often have a negative impact on the lives of clients.

The book is divided into three sections. Part I introduces the notion of social justice and its historical and contemporary context in the profession of counseling. In Chapter 1, "Counselors as Agents of Social Justice," Courtland C. Lee, Romina Baldwin, Suelle Micallef Mamarà, and Lauren Quesenberry provide a conceptual framework for counseling for social

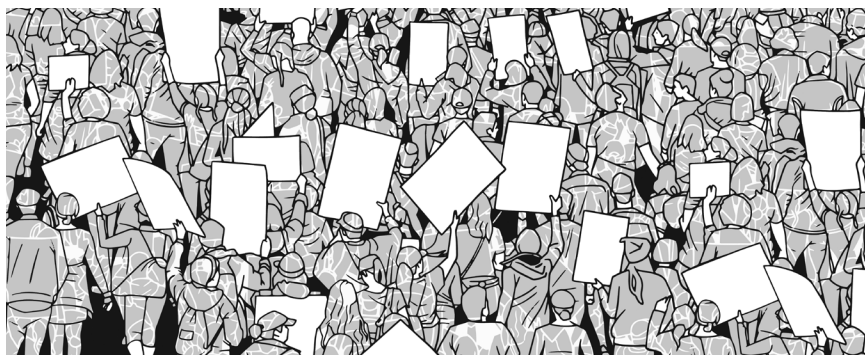
justice. They explore the concept of counseling as a process that focuses not only on intervention in the lives of clients but also on action both with and for clients in the social arena.

Part II presents ideas and concepts for promoting social justice and challenging oppression. In Chapter 2, "A Culture of Positive Peace: Counseling for Structural and Cultural Transformation," Vivian V. Lee presents an overview of theories of peace, violence, conflict, and international peace initiatives. She offers recommendations for global dialogue and the integration of peace, conflict, and violence theories in counseling training, practice, and research as a framework to promote sustainable positive peace. In Chapter 3, "Ensuring Equitable and Inclusive Global Education: Transformational Perspectives for Global Counseling in Schools," Vivian V. Lee and John Carey explore global challenges for education, describe the state of counseling in schools globally, and make recommendations for both individual and collective education advocacy. In Chapter 4, "Advancing Social Justice by Advocating for Decent Work," Elif Balin and ZiYoung Kang introduce the International Labour Organization's decent work agenda and discuss the roles counselors can assume to achieve the common goal of decent work for all. In Chapter 5, "LGBTQQI Social Justice Issues and Advocacy Strategies," Michael P. Chaney and Michael D. Brubaker highlight current social justice issues that affect the LGBTQQI communities. Among these are employment discrimination, hate crimes and interpersonal violence, transgender and gender-variant counseling issues, and international LGBTQQI issues.

In Chapter 6, "International Perspectives on and Advocacy Against Ageism," Laura R. Shannonhouse, Amanda D. Rumsey, and Mary Chase Breedlove Mize explore global demographic changes with a focus on the aging of populations and within-group factors that predispose some older people to significant personal and social risks. Counselors' responses to the graying of the globe and the consequences of these responses to the needs of older people are described along with their personal impact on older individuals. Strategies and actions for counselors and suggestions for counselor advocacy and empowerment relative to the diverse needs of older individuals are recommended. In Chapter 7, "Counselor Advocacy for Access: Addressing the Challenges of People With Disabilities," Keith B. Wilson, Jason E. Gines, and Tierra Caldwell provide examples of advocacy to assist people with disabilities in obtaining greater access to goods and services to live fulfilled lives. They offer support for an inclusive definition of social justice that will inform a disability approach to advocacy. In Chapter 8, "Challenging Sexism: Promoting the Rights of Men and Women in Contemporary Societies," Anabel Mifsud and Anna Borg discuss the nature of sexism, hegemonic masculinity, and theories of gender. They examine the role of social justice counselors in advocating for the rights of women and men and explore microlevel and macrolevel strategies that can be adopted by social justice counselors to address gender discrimination and oppression. They conclude with a discussion about counselor education and research in promoting gender equity and

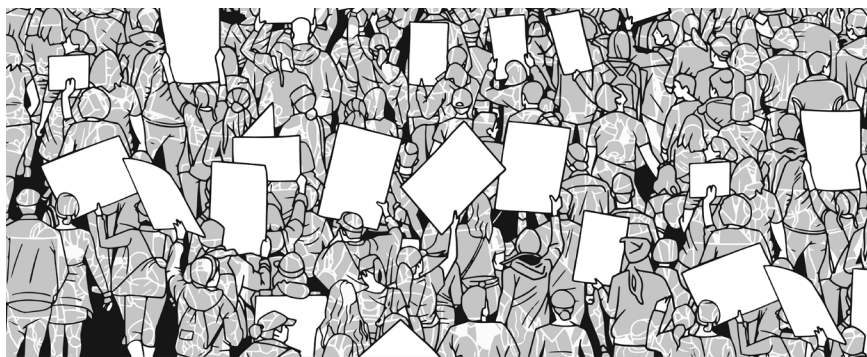
the need for social justice counselors to act globally in support of gender equality and empowerment. In Chapter 9, "Crossing Borders: Social Justice and the Challenge of Undocumented Immigration," C. Adolfo Bermeo and Sheena Vella tie together a personal narrative and a discussion of the historical context of migration and how immigration policy affects undocumented immigrants, refugees, and asylum seekers. They stress the importance of counseling for social justice in the struggle to recognize the legitimacy of those who cross borders as they seek a better life for themselves and their families. In Chapter 10, "Combating Racism, Racial Discrimination, Xenophobia, and Related Intolerance in Counseling," Roy Moodley and Sela Kleiman begin with an epistemological discussion of how historical and social forces have determined what and how we think about race and other social identities. They explain how scholars are moving beyond simple understandings of social identity and taking an intersectional approach to examine the complex interactions of diverse social identities and an individual's unique experiences with discrimination and privilege. They offer a brief glimpse into object relations theory to set a backdrop against which the actors and performances of racism, racial discrimination, xenophobia, and related intolerances play out.

Part III examines important professional issues that must be considered when social justice becomes an integral part of counseling practice. In Chapter 11, "The Role of Neuroscience in Advancing Social Justice Counseling," Carlos P. Zalaquett and Allen E. Ivey discuss the newly emerging role of neuroscience, the scientific study of the nervous system, in advancing social justice counseling. Key neuroscience and counseling findings regarding mind, body, and environmental interactions are reviewed, and specific findings relevant to social justice demonstrate how neuroscientific information can help improve the effectiveness of specific social justice interventions. In Chapter 12, "Social Justice and Counseling Ethics," Barbara J. Herlihy, Angela E. James, and Karen Swanson Taheri discuss ethics from a global perspective and the importance of having an ethical framework in counseling for social justice. In Chapter 13, "Conducting Socially Just and Relevant Research," Cheryl Holcomb-McCoy covers aspects of social justice research, including the levels of social justice practice (macro vs. micro practice), and delineates the differences and overlaps in the aims of social justice research and multicultural counseling competence research. She concludes with a discussion of the use of quantitative, qualitative, and mixed methods designs in relation to social justice research. In Chapter 14, "Training Counselors as Agents of Change: A Pedagogy for Social Justice," Courtland C. Lee describes the structure and the content for a preservice counselor training program that prepares students for social justice work. Infusing social justice theory and practice throughout the curriculum of a counselor education program is mandatory. In Chapter 15, "Final Thoughts: The Counselor as Agent of Social Justice: The Process of Becoming," Courtland C. Lee focuses on the process of becoming a counselor who is an agent for social justice. Lee describes the steps that will help counselors live a life that is committed to social justice.



About the Editor

Courtland C. Lee, PhD, is the author, editor, or coeditor of five books on multicultural counseling and two books on counseling and social justice. He is also the author of three books on counseling African American males. In addition, he has published numerous book chapters and articles on counseling across cultures. Lee is the former editor of the *Journal of Multicultural Counseling and Development*. He has served on the editorial board of the *International Journal for the Advancement of Counselling* and was a senior associate editor of the *Journal of Counseling & Development*. He is past president of the International Association for Counselling, a Fellow and past president of the American Counseling Association, and a past president of the Association for Multicultural Counseling and Development. He is also a Fellow of the British Association for Counselling and Psychotherapy, the only American to receive this honor.



About the Contributors

Romina Baldwin, MA, has a bachelor's degree in psychology and a dual master's from the University of Malta and the University of Maryland in transcultural counseling and in counseling psychology. She also has a master's in gestalt psychotherapy from the Gestalt Psychotherapy Training Institution, Malta. Baldwin is an infertility counselor, a member of the British Association for Counselling and Psychotherapy, and is qualified in human resources management and victimology. She is a member of the Malta Association for the Counselling Profession, the European Association for Psychotherapy, and the Malta Association for Psychotherapy. She is also an International Alumni Association member. Baldwin has more than 20 years' experience working with victims. She currently works with the Ministry of European Affairs and Equality in the Commission on Domestic Violence.

Elif Balin, PhD, is an assistant professor of counseling at San Francisco State University. She received her PhD in counselor education from The Pennsylvania State University with an emphasis in women's studies. Balin has published several articles on career counseling and international student career development. In addition, she has served on committees and led research projects at the National Career Development Association. She is a past editorial assistant of *The Career Development Quarterly* and has professional school counseling and career counseling experiences in Turkey and the United States.

C. Adolfo Bermeo, PhD, is retired from UCLA where he was associate vice provost for Student Diversity and Community College Partnerships, director of the Academic Advancement Program (AAP), and a faculty member in the Cesar Chavez Center for Chicano/a Studies. His development of AAP's Pedagogy of Excellence and his commitment to high expectations, high standards, a multiracial academic community, and the graduation of students dedicated to transforming our society made AAP a nationally and internationally recognized program and a model

for best practices in working with underrepresented and underserved students. The UCLA Academic Senate recognized his contributions to a diverse academic environment by awarding him the Chancellor's Fair and Open Academic Environment Award. He is particularly interested in the impact of immigration on the cultural, political, social, educational, and economic experience of Latino immigrants to the United States. He has been a strong advocate for Latino immigrants, particularly undocumented students, and remains an outspoken advocate for opening the doors to higher education to low-income, first-generation college, historically underrepresented, and immigrant students and for social justice for all those denied access to the fruits of U.S. society.

Anna Borg, PhD, is the director of the Centre for Labour Studies at the University of Malta. She is an expert in gender equality and is an experienced researcher in matters relating to the issue of labor exploitation, labor exclusion, and labor market integration. She has worked as a reporter and editor for research carried out for the European Working Conditions Observatory and the European Restructuring Monitor of the European Foundation for the Improvement of Living and Working Conditions (Dublin) and is the Maltese expert on the European Social Policy Network. She has managed the EU Educational and Vocational Program, Leonardo Da Vinci, in Malta and was a project leader for various Trans-European Social Fund projects related to gender equality across Europe. She also managed the Gender Equality Unit at the Employment and Training Corporation for a number of years and chaired the Malta Confederation of Women's Organisations.

Michael D. Brubaker, PhD, is an associate professor and counseling program coordinator at the University of Cincinnati. His clinical and research interests have focused on underserved and socially marginalized populations, including the homeless; those who identify as lesbian, gay, bisexual, transgender (LGBT); and ethnic minorities. Taking a combined strengths and social justice perspective, he has sought to address clinical and social barriers to substance abuse and mental health services for these populations. He has published numerous book chapters and articles on multicultural counseling approaches and is the senior author of one book on how to succeed in doctoral studies. He is currently the associate editor for the *Journal of Counselor Leadership and Advocacy* and has served as co-guest editor of the *Journal of LGBT Issues in Counseling*. He is the past-president of Chi Sigma Iota International Honor Society.

Tierra Caldwell, MS, is a fifth-year doctoral student in the Department of Educational Psychology, Counseling, and Special Education at The Pennsylvania State University. She obtained her MS in Rehabilitation Counseling from Winston-Salem State University where she studied the differences in successful closures of transitional-aged youth in both rural and urban settings. Currently, her research interests are focused on examining multicultural competence and overall satisfaction and effectiveness in clinical supervision.

John Carey, PhD, is professor emeritus, Department of Student Development; director, Center for Youth Engagement; and associate director, Ronald H. Fredrickson Center for School Counseling Outcome Research, University of Massachusetts, Amherst. He is a leader in the evidence-based school counseling movement and has research interests in the development and evaluation of social-emotional learning programs in schools and in policy research related to school-based counseling. He is coauthor of *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices*; *Achieving Excellence in School Counseling: Building Motivation, Self-Direction, Self-Knowledge, and Relationships*, and *Multicultural Counseling in Schools: A Practical Handbook*. Carey is also a leader in international school-based counseling and a founding member and chair of the Executive Council of the International Society for Policy Research and Evaluation in School-based Counseling. He is the lead editor of the 2017 *International Handbook for Policy Research in School-Based Counseling*. He has received Fulbright Specialist grants in 2014 and 2016 to help the counseling programs at Korea University (Seoul, South Korea) and Christ University (Bangalore, India) incorporate evidence-based practice into their graduate programs. In addition, he received a 2010 Cooperinc International Scholar Award to support collaborative school counseling research and program development at the University of Verona. His research is widely published in counseling journals, and he is a frequent presenter at international and national school counseling conferences.

Michael P. Chaney, PhD, is an associate professor and coordinator of the Addictions Specialization in the Department of Counseling at Oakland University. A Licensed Professional Counselor, National Certified Counselor, and Approved Clinical Supervisor, he received his PhD in counseling from Georgia State University. He is past president of the Association of LGBT Issues in Counseling and currently serves as editor-in-chief for the *Journal of LGBT Issues in Counseling* and is an editorial board member for the *Journal of Addictions & Offender Counseling*. He is a member of the Human Rights Committee of the American Counseling Association. He has demonstrated competencies and expertise working with individuals dealing with substance use and mood disorders, sexual compulsivity, sexual orientation, gender identity and expression, male body image, and past trauma. In addition, he has specialized training in counseling individuals who are infected or affected by HIV/AIDS. He has numerous publications in prestigious professional journals in the areas of substance use disorders, sexual compulsivity, sexual orientation, male body image, and social justice and advocacy in counseling.

Jason E. Gines, PhD, is the director of Inclusion and Diversity Engagement in the College of Information Sciences and Technology at The Pennsylvania State University. He obtained his PhD in counselor education and supervision with a specialized focus in rehabilitation counseling from PSU. His research focus includes employment and reentry opportunities for people with disabilities and criminal histories as well as multicultural issues among people with disabilities.

Barbara J. Herlihy, PhD, professor emeritus at the University of New Orleans, is the coauthor of three current books on counselor ethics: *ACA Ethical Standards Casebook*, *Boundary Issues in Counseling* (both with Gerald Corey), and *Ethical, Legal, and Professional Issues in Counseling* (with Theodore P. Remley). In addition, she has published numerous journal articles and book chapters on ethical practice, social justice and advocacy, transcultural counseling, and feminist therapy. She is a past recipient of the SACES Courtland Lee Social Justice Award and the ACES Distinguished Mentor Award. Currently, she serves as president of Chi Sigma Iota International Honor Society, is senior co-chair of the ACA Ethics Committee, and is associate editor of *Counseling & Values*.

Cheryl Holcomb-McCoy, PhD, is the dean of the School of Education at American University. Previously she was the vice provost for faculty affairs and a professor of counseling and human development at Johns Hopkins University. She has held appointments as the vice dean of academic affairs at Johns Hopkins University's School of Education; as an associate professor of counselor education at the University of Maryland, College Park; and as an assistant professor of education at Brooklyn College of the City University of New York. Her areas of research specialization include the measurement of multicultural self-efficacy in school counseling and the examination of school counselors' influence on low-income students' college and career readiness. Holcomb-McCoy is the author of the best-selling book *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success* and is an associate editor of the *Journal of Counseling & Development*. She was selected to speak at the White House's Reach Higher Summit titled "College Opportunity Agenda: Strengthening School Counseling and College Advising," which was held at the Harvard Graduate School of Education. She has received awards for outstanding multicultural/diversity research, excellence in teaching, and exemplar service.

Allen E. Ivey, EdD, received his counseling doctorate from Harvard University and is distinguished emeritus professor at the University of Massachusetts, Amherst, and courtesy professor, Counselor Education, University of South Florida, Tampa. He is past president and Fellow of the Society for Counseling Psychology of the American Psychological Association, APA's Society for the Study of Ethnic and Minority Psychology, the Asian-American Psychological Association, and the American Counseling Association. He has received many awards throughout his career and has authored over 40 books and 200 articles and chapters. His works have been translated into 23 languages. His recent work has focused on applying developmental counseling and therapy and neuroscience to the analysis and treatment of severe psychological distress.

Angela E. James, MA, has presented nationally and internationally on several counseling topics including international social justice, spirituality, and the globalization of counseling. She also provides mental health counseling and supervision through her private practice. She has taught multicultural counseling and transcultural counseling courses

and has over 13 years' experience in higher education, having worked professionally in various areas of student affairs. She is currently pursuing her doctorate in counselor education from the University of New Orleans. She has authored contributions to a number of published works regarding counseling.

ZiYoung Kang, PhD, is in the Department of Won Buddhism, Youngsan University of Sŏn Studies, South Korea. She earned her PhD in counselor education at The Pennsylvania State University, University Park, Pennsylvania. The summary of her dissertation can be found in the article "Constructivist and Social Constructionist Career Counseling: A Delphi Study" published in *The Career Development Quarterly*. In addition, she has published several book chapters on career intervention. She has served on the ad hoc editorial board of the *Career Development Quarterly*.

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Suelle Micallef Marmarà, MA, started her professional career in the nursing profession, working as a staff nurse at the intensive care unit before moving to the neonatal and pediatric intensive care unit. Through this experience she developed an interest in counseling and obtained an MA in transcultural counseling and a master's in gestalt psychotherapy. With the ever-growing number of immigrants and refugees in Malta, together with her interest in adolescence, she studied the effect of immigration and cultural differences on this population and how they adapt to a new country. She worked with immigrant adolescents, women, and children experiencing domestic violence;

women following a drug rehabilitation program; and prisoners in drug rehabilitation. She set up a counseling service for a new infertility clinic in Malta's general hospital and then moved to an educational setting in schools where she manages the counseling service being provided to adolescents, children, and their families. She has her own private practice and has been a member on the Council of Counselling, which regulates the counseling profession in Malta.

Anabel Mifsud, MA, is a doctoral student in the counselor education and supervision program at the University of New Orleans. She has a master's degree in health psychology from University College London and King's College London, U.K. Her research interests are social justice and advocacy in counseling, intergenerational trauma, counseling as a vehicle for community development and peacebuilding, the internationalization of counseling, and psychosocial services for migrants and refugees, and persons with HIV/AIDS. She has presented at conferences in the United States, the United Kingdom, and Malta.

Mary Chase Breedlove Mize is a doctoral student studying counselor education and practice as well as gerontology (MA, research track) at Georgia State University. Her clinical experience includes working in acute crisis stabilization with adults across the life span. She is an Applied Suicide Intervention Skills Training (ASIST) trainer, and her research interests include combating ageism, working with older persons, death anxiety, terror management theory, and suicide intervention and prevention.

Roy Moodley, PhD, is associate professor of counseling psychology at the Ontario Institute for Studies in Education, University of Toronto and director of the Centre for Diversity in Counselling and Psychotherapy. His research interests include critical multicultural counseling and psychotherapy, race and culture in psychotherapy, traditional healing practices, and gender and identity.

Lauren Quesenberry, MA, is a graduate school student in the clinical mental health counseling program at The Chicago School of Professional Psychology, Washington DC. She obtained an MA in women's studies and gender studies from Loyola University Chicago in 2011 and a BA in English and psychology from Gardner-Webb University in 2009. Her areas of professional and academic focus include women's trauma/recovery, dual-diagnosis, and the LGBTQI population.

Amanda D. Rumsey, PhD, is an assistant professor at Clemson University and completed her PhD in counselor education and practice at Georgia State University. Her clinical counseling background includes over 20 years of mental health and school counseling with adolescents and their families in a variety of programs, including outdoor residential treatment, wilderness therapy, hospital settings, and rural, suburban, and urban school settings. She is a nationally certified counselor, a licensed professional counselor, and certified school counselor. Her research focuses on adolescents, trauma, and school counseling, with emphasis on training needs and skill acquisition in the areas of suicide intervention, trauma, and multiculturalism. Her interest in social

justice and advocacy have driven her counseling practice and research activities to include topics related to marginalized subgroups such as individuals with disabilities, high school dropouts, LGBTQQI individuals, refugees, and older persons.

Laura R. Shannonhouse, PhD, is an assistant professor at Georgia State University. She has practiced in collegiate, oncology, crisis, and disaster contexts (e.g., day-care center fire disaster in Mexico; illness-related trauma in South Africa/Botswana; post-Katrina charter school teachers; Burmese, Bhutanese, Vietnamese, and Haitian refugees; and post-flood Baton Rouge). Her research focuses on crisis intervention and disaster response, particularly social justice and spiritual issues in these contexts, and she has coauthored the field manual *Spiritual First Aid for Disasters: Field Operations Guide to Providing Practical Presence*. She conducts training and research in K–12 schools to prevent youth suicide (suicide first aid) and works with populations affected by disaster to foster meaning making through one's faith tradition (spiritual first aid). She is the recipient of the ACA Best Practices in Research Award, ACA Courtland C. Lee Multicultural Excellence Scholarship Award, and the SACES Courtland C. Lee Social Justice Award.

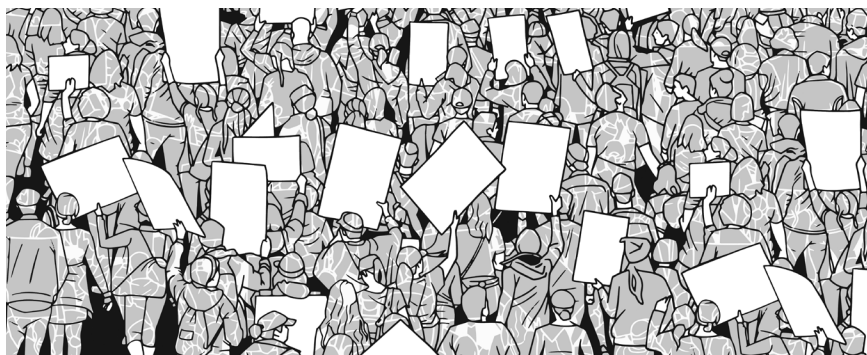
Karen Swanson Taheri, PhD, is a Licensed Professional Counselor, Registered Play Therapist, and National Certified Counselor. She enjoys providing services to children and their families, educating professionals, and engaging in professional advocacy. She has provided services to children, adults, and families in a variety of settings: a university-based clinic, community agencies, schools, a hospital, and private practice. She has provided education and training to students and professionals in a variety of contexts: community-based workshops; teaching, coteaching, and guest lecturing at several universities (including the University of Malta); presenting at local, national, and international conferences; and authoring and coauthoring several publications. She founded the Provisional Counselor Association of Louisiana, a division of the Louisiana Counseling Association. She resides in Austin, Texas, and teaches play therapy remotely through the University of Mississippi.

Sheena Vella, MSc, is a social and cultural psychologist and has worked in the field of migration for 7 years in Malta and the U.K. Her Photovoice research on the social representations of asylum seeking and the future in Malta was awarded a distinction from the Institute of Social & Cultural Psychology at the London School of Economics & Political Science. She has worked at the University of Malta, within government open centers for asylum seekers, and in the NGO and voluntary sector. She is currently co-coordinator of the integration and community development activities at Migrants Resource Centre in London. She is particularly interested in empowerment and development models of migrant and refugee women, development of transcultural competencies, and social justice.

Keith B. Wilson, PhD, is a professor in the Rehabilitation Institute in the College of Education and Human Services at Southern Illinois University-Carbondale. He received his PhD in rehabilitation education/services

from The Ohio State University. He has been honored with various service, research, and lifetime achievement awards in education over the past 30 years. His research focus includes cross-cultural/multicultural issues among people with disabilities and privilege-based hue/color skin (phenotype) in the United States.

Carlos P. Zalaquett, PhD, is a professor in the Department of Educational Psychology, Counseling, and Special Education at The Pennsylvania State University; he serves as professor-in-charge of the Counselor Education Program and co-coordinator of the Clinical Mental Health Counseling Program. He is the president-elect of the Society of InterAmerican Psychology and the Pennsylvania Mental Health Counselors Association. He is the author or coauthor of more than 50 scholarly publications and the books *Intentional Interviewing and Counseling* (Cengage), *Essentials of Intentional Interviewing* (Cengage), *Las Habilidades Atencionales Basicas* (Alexander Street Press), and *Essential Theories of Counseling and Psychotherapy* (Cognella) with Allen Ivey and Mary Bradford Ivey; *Evaluating Stress: A Book of Resources* (Scarecrow Press), Volumes I and II, with Richard Wood; and *Becoming an Ericksonian, Becoming Yourself* (P. Catholic University of Chile). He has received many awards, including the USF Latinos Association's Faculty of the Year, the Tampa Hispanic Heritage's Man of Education Award, and the SMHCA Emeritus Award. He is an internationally recognized expert on mental health, counseling, psychotherapy, diversity, social justice, and education and has conducted workshops and lectures in Argentina, Chile, Colombia, El Salvador, Guatemala, Japan, Mexico, Peru, and Singapore.



Acknowledgments

As with the previous editions of this book, I am indebted to a number of individuals for their assistance. First and foremost are the contributors to this book. Thank you for the time, thought, and patience you put into preparing your chapters. Your scholarly efforts and commitment to social justice are greatly appreciated. It was an honor and a privilege to work with you.

A special acknowledgment must go to Jane E. Myers, whose chapters on social justice and aging were major components of the first two editions of this book. Jane passed away prior to this edition, but her influence continues to be extremely strong, as can be seen in Chapter 6 in this edition. Myers was a true warrior for social justice who is greatly missed!

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Thank you also to the American Counseling Association Foundation for its support of this project. I am honored that the members of the ACAF Board see this book as an important way to advance the foundation's mission of enhancing excellence in human development through strengthening the counseling profession.

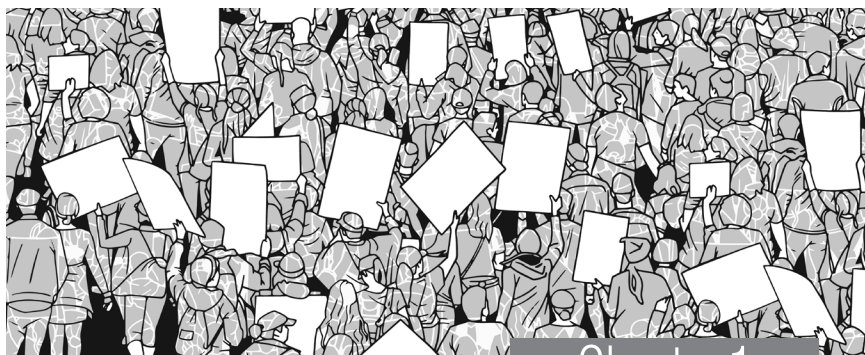
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Part I

Introduction



Chapter 1

Counselors as Agents of Social Justice

*Courtland C. Lee, Romina Baldwin, Suelle Micallef Mamarà,
and Lauren Quesenberry*

*If you tremble with indignation at every injustice
then you are a comrade of mine.*

—Ernesto “Che” Guevara

Social justice has become a crucial concept in the theory and practice of counseling. It has been labeled the “fifth force,” following the paradigms of the psychodynamic approach, the cognitive-behavioral approach, humanism, and multiculturalism (Ratts, D’Andrea, & Arredondo, 2004). Counseling for social justice is perceived to be the next logical evolutionary step from multicultural counseling—a move from understanding the experiences of oppressed groups toward social action with the goal of achieving social equity for these groups. Improving society by challenging systemic inequities has been an important concept in counseling literature for some time (Banks & Martens, 1973; Gunnings & Simpkins, 1972; Lewis, Arnold, House, & Toporek, 2003; Lewis, Lewis, & Dworkin, 1971). Social justice offers a direction for social action on the part of counselors.

To support the importance of social justice and counselors taking part in social action, authors have begun to challenge the notion of value neutrality in the field of counseling (McClure & Russo, 1996; Seem & Hernandez, 1998). Value neutrality assumes that the act of counseling operates in a vacuum that is free of sociopolitical considerations. The assumption of value neutrality serves to support the status quo of inequity in society (McClure & Russo, 1996; Seem & Hernandez, 1998). By neglecting societal inequities, environmental conditions that affect individual clients go undetected (McClure & Russo, 1996; Moeschberger & Ordonez, 2003; Seem & Hernandez, 1998). This eventually leads to a “blame the victim” mentality,

and clients' problems are seen as originating internally (McClure & Russo, 1996; Seem & Hernandez, 1998). Consequently, prescribed interventions call for clients to adapt to unjust or inequitable social systems, leaving larger societal issues unaddressed. Under the banner of value neutrality, the counseling profession runs the risk of perpetuating an inequitable society. Thus, the counseling profession has been called upon to move to a stance that supports social action (McClure & Russo, 1996).

This call to social action has been underscored by the *ACA Code of Ethics*, which prescribes the role and responsibility of counselors as agents of social justice. According to section A.7.a: "When appropriate counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients" (American Counseling Association [ACA], 2014, p. 5).

The purpose of this chapter is to provide a conceptual framework of counseling for social justice. It explores counseling not only as an intervention *into* the lives of clients but as an action both *with and for* clients in social, political, and economic arenas.

The Globalization of Counseling in a World of "Savage Inequalities"

In discussing the concept of social justice in contemporary counseling practice, the growing international context of the profession must be considered. There is a growing worldwide awareness of the profession, and counselors are becoming involved in global efforts to promote well-being and human development (Lee & Na, 2013). This awareness on the part of the counseling profession reflects an emphasis on the concept of globalization. Globalization is the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, and other forces beyond the control of economic, cultural, and social institutions (UNESCO, 2009). Globalization has fostered a focus on internationalization, and institutions and governments are implementing a variety of policies and programs in response to globalization (UNESCO, 2009). The world, in essence, has become a "global village" significantly enhanced by universal improvements in communication and travel (Lee, 1997).

As institutions and governments grapple with responses to globalization, so too must the profession of counseling. A review of events associated with globalization suggests that counselors in their work are often confronted with a world of *savage inequalities*, a term coined by American author Jonathan Kozol (1991) in a discussion of the disparities in American education based on class and race. However, *savage inequalities* transcend the American education framework and the term is used today in reference to the state of the world. The following list of worldwide *savage inequalities* is not exhaustive, but it is indicative of the responsibility counselors have within a global context.