



Developing Anti-Racist Practices in the Helping Professions: Inclusive Theory, Pedagogy, and Application

Edited by

Kaprea F. Johnson · Narketta M. Sparkman-Key
Alan Meca · Shuntay Z. Tarver

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Contents

1 Introduction	1
<i>Alan Meca, Narketta M. Sparkman-Key, Kaprea F. Johnson, and Shuntay Z. Tarver</i>	

Section I Antiracist Helping Professions Theoretical Underpinnings	13
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2 Introduction to Anti-Racist Theories	15
<i>Anthony J. Vajda, T’Airra Belcher, Ne’Shaun Borden, and Francisca Rivas</i>	

3 The Importance of Culturally Responsive and Afrocentric Theoretical Frameworks-A Call for More Inclusive Curriculum in Counselor Education	25
<i>Erin Durrah, Andrea Hampton Hall, and Anthony J. Vajda</i>	

4 Antilinguicist Schools, Antilinguicist Systems	45
<i>Joanna Meadvin, Adriana Díaz, Guadalupe Díaz, Anya Hurwitz, Martha I. Martinez, Corina Sapien, and Cory Weschler</i>	

5	Moving Beyond Performative Allyship: A Conceptual Framework for Anti-racist Co-conspirators	67
	<i>Leslie Ekpe and Sarah Toutant</i>	
6	Service or Saviorism: Deconstructing Benevolent Racism in the Helping Professions	93
	<i>Brittany M. Wake</i>	
Section II Antiracist Pedagogy in Helping Professions		111
7	Antiracist Pedagogy for Helping Professionals	113
	<i>Shuntay Z. Tarver</i>	
8	The Linguistic Gospel Truth: Implementing Inclusive Language Practices for Navigating the Educational Space	127
	<i>Sarah Earlene Burford and Bridget L. Anderson</i>	
9	Decentering Whiteness in Teaching Psychopathology: Challenges and Opportunities	155
	<i>Stephanie Z. Chen</i>	
10	An Antiracist Approach to Social Work Education at HBCUs	173
	<i>Melissa E. Buckley, Malcolm Drewery, and Gary Jones</i>	
11	Program Practices for Cultivating Antiracist Counselors	197
	<i>Eva M. Gibson and Jessica A. Fripp</i>	
12	Examining Multicultural Pedagogy in Counselor Programs: Recommendations for Enhanced Clinical Competency	225
	<i>Taylor J. Irvine, Adriana C. Labarta, and Danna Demezier</i>	

13	Strategies for Implementing Antiracist Frameworks in Teaching Materials for Health Professions	251
	<i>Sarah E. LaFave, Lea A. Marineau, Keilah A. Jacques, Cassidy Griffith, Ruth-Alma Turkson-Ocran, Mona Shattell, Sarah L. Szanton, and Lucine Francis</i>	
Section III Antiracist Helping Professions in Application		277
14	Breaking Strongholds: Equity Centering in Helping Approaches	279
	<i>Brittany G. Suggs, Lauren B. Robins, Janelle L. Jones, and Dana L. Brookover</i>	
15	Voices from the Field of School Counseling: Promoting Anti-Racism in School Settings	305
	<i>Rawn Boulden and Ne'Shaun Borden</i>	
16	“There Isn’t a Racist Bone in My Body!”: A Case Study on Fostering Anti-Racism in School Counseling	329
	<i>Krystal L. Clemons and Raven K. Cokley</i>	
17	Antisemitism and Islamophobia: Old and Dynamic Racisms	361
	<i>Waleed Y. Sami and Aliza H. Lambert</i>	
18	Diversity, Equity & Inclusion Training in a New Key: Adapting a Race-Class Lens for the Helping Professions	391
	<i>Daniel José Gaztambide, Dashawn Ealey, and Bora Meraj</i>	
19	Antiracism and Health: An Action Plan for Mitigating Racism in Healthcare	421
	<i>Janice Hawkins, Leslie Hoglund, Jamela M. Martin, Marvin T. Chiles, and Kimberly Adams Tufis</i>	

20	A Telehealth Antiracist Learning Experience for Nursing and Social Work Students in the Midst of COVID-19	451
	<i>Melissa E. Buckley and Camille R. Jensen</i>	
21	Working with Multiracial Individuals: Antiracist Pedagogy, Practices, and Considerations	469
	<i>C. Peeper McDonald and Catherine Y. Chang</i>	
22	Epilogue	493
	<i>Kaprea F. Johnson, Narketta M. Sparkman-Key, Alan Meca, and Shuntay Z. Tarver</i>	
	Answer Key	497
	Index	511

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T’Airra Belcher is an Assistant Professor at Loyola University New Orleans. She is a licensed professional counselor in the states of Louisiana and Virginia. Dr. Belcher has established her career working with children and families in community mental health settings with a focus on interprofessional collaboration to identify best practices and techniques for serving these populations.

Ne’Shaun Borden is a Licensed Mental Health Counselor in the state of Florida, a Nationally Certified Counselor, and a faculty member in the Department of Clinical Mental Health Counseling on the JU Palm Coast instructional site. Prior to joining the JU faculty, she worked as an elementary school teacher, a school based mental health counselor, and as a counselor with justice involved youth. Dr. Borden’s research interests include school based mental health counseling, counseling children and adolescents and increasing access

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Rawen Boulden is an assistant professor in the Department of Counseling and Learning Sciences at West Virginia University in Morgantown, WV. Additionally, he provides outpatient counseling services to children in the Greater Morgantown region. His scholarship focuses primarily on school counseling and counseling youth and adolescents. His research interests include school counseling, students with diverse learning needs, counselor education, rural school communities, school climate, resilience, cultural competence, and psychometric research. He has published numerous articles related to counseling and school settings, and has procured \$500,000 in federal funding to support his research.

Dana L. Brookover, PhD: Dana Brookover, PhD, NCC, is an assistant professor in the Counseling and Human Services Department at the University of Scranton. A licensed school counselor and national certified counselor, Dr. Brookover worked as a professional school counselor in Virginia. She was an instructor at DePaul University, Villanova University, and Virginia Commonwealth University prior to beginning at the University of Scranton. She has published over a dozen articles in refereed academic journals on topics that include the social health needs of college students and factors that influence the preparedness of first-generation college students.

Melissa E. Buckley, PhD has extensive social work experience in the areas of trauma, child welfare and grief. She is currently an Assistant Professor at Coppin State University in the Social Work Department. She is a steering committee member of Healing City Baltimore, a movement that is responsible for passing the Elijah Cummings Healing City Act, a legislation that addresses the trauma and systemic racism that impacts racially and economically disenfranchised communities in Baltimore city.

Sarah Earlene Burford is both an educator and student. As a graduate student in the Old Dominion University Applied Linguistics program (sociolinguistics), her areas of research include white nationalist extremist language, African American English, and the trajectory of student language choices as they move through K-12 education. Sarah also teaches in a predominantly Black and low-socioeconomic demographic setting, seeking to transform the classroom experience through her integration of sociolinguistic principles.

Catherine Y. Chang (Catharina) is a Professor at Georgia State University and the director of International Programs for the College of Education and Human

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Marvin T. Chiles, PhD, is the Assistant Professor of African American History at Old Dominion University. His research deals broadly with race relations, and the disconnect between harmony and equity within urban, Southern, educational, and political life. His current projects involve racial reconciliatory efforts in the twentieth century U.S. South.

Krystal L. Clemons is an assistant professor in the Counselor Education and Family Studies department at Liberty University. Previously, Dr. Clemons served as a professional school counselor for 6 years. Her research interests include the Black church, Black student achievement in K-12 schools, anti-racism in school counseling and counselor education, and self-care among school counselors and school counseling students. Dr. Clemons has given over 25 presentations on the state, national, and international levels.

Raven K. Cokley (she/her) is currently a tenure-track Assistant Professor at Clark Atlanta University. She earned her PhD in Counseling and Student Personnel Services from the University of Georgia. She is a National Certified Counselor (NCC), with clinical expertise in school-based clinical mental health counseling, Sista Circle group counseling practices with Black girls and women, and individual counseling practices with minoritized clients. Her research agenda includes: 1) exploring the socioemotional and sociocultural experiences of Black girls and women; 2) eradicating anti-Blackness in counselor preparation programs; and 3) utilizing critical theories and methodologies in qualitative study.

Danna Demezier, PhD is an Assistant Professor in Counseling and Co-Coordinator of Clinical Mental Health Counseling at Barry University, Miami, FL, USA. She is a Licensed Mental Health Counselor in Florida and a National Certified Counselor. Her teaching and research interests center on culturally responsive practices and

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Malcolm Drewery is an Assistant Professor of Sociology at Coppin State University in Baltimore, Maryland. He is considered a specialist in survey methodology and quantitative data analysis. Dr. Drewery has worked at some of the top Think Tanks and Government agencies in the United States conducting social science research. His areas of interest include gentrification, health disparities among minority populations, and race, class, and gender issues in sports.

Erin Durrah is a PhD candidate in the Counselor Education and Supervision program at the University of Arkansas in Fayetteville. Erin is also a licensed Marriage and Family Therapist whose research interests include reducing barriers to mental healthcare access particularly within Black and marginalized communities, and the evaluation of counseling intervention efficacy for diverse populations.

Dashawn Ealey is pursuing an MA in Psychology from the New School for Social Research. He received an M.S.ED in Higher Education from the University of Pennsylvania and a BA in African, African American Diaspora Studies from Wheaton College, MA. He has converging interests in culture, race, and identity and task-sharing approaches to increase access to mental health services. He is interested in using the minority stress model and the intersectionality framework to understand experiences of stigma and marginalization encountered by sexual minority populations of color and the negative health

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Leslie Ekpe is a third year PhD student at Texas Christian University in Higher Educational Leadership. Ekpe is an alumna of Alabama A&M University where she earned her B.S. in Management and the University of Alabama at Birmingham where she obtained her M.A. in Communication Management. She also holds an M.B.A. from Sam Houston State University. Her research seeks to promote access for marginalized students in education, with a specific focus on college access policies and racial politics in education.

Lucine Francis, PHD, RN Dr. Lucine Francis is an Assistant Professor at Johns Hopkins School of Nursing, a public health nurse, and a solutions-oriented researcher with expertise in health promotion and innovation in child care and schools. Dr. Francis is focused on identifying ways children from low-resourced communities are provided with the best environment to support their health and well-being. Her work has been funded by the National Institutes of Health and the Johns Hopkins Center for Health Disparities Solutions.

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Eva M. Gibson is currently an Assistant Professor at Austin Peay State University. Prior to becoming a counselor educator, she served 11 years in the public school system as a licensed school counselor. Dr. Gibson previously served as the President of the Tennessee Counseling Association as well as the Tennessee School Counseling Association. Her research areas include school counseling, social justice, and advocacy.

Cassidy Griffith, MSN, RN is a pediatric nurse at Johns Hopkins Children's Center and recent graduate of the Johns Hopkins Masters Entry into Nursing Practice Program. During her time in school at Hopkins, she contributed to several public health and research committees, one being the Teaching and Learning as a Pathway to Diversity, Equity, and Inclusion. She is passionate about health equity, anti-racism, and recently submitted a poster to the annual ACHNE conference about uncovering racism in nursing education.

Andrea Hampton Hall is a PhD student in the Counselor Education and Supervision program at the University of Arkansas in Fayetteville. Andrea is a certified Rehabilitation Counselor whose research interests include women of color and mental health care access, the use of CBD and medical marijuana to treat chronic pain, and social justice advocacy.

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Leslie Hoglelund, PhD, MEd, is a Clinical Assistant Professor at Old Dominion University in the School of Community and Environmental Health. She desires to deconstruct inequitable systems that protect and perpetuate racism and poor health outcomes such as food apartheid, maternal and child health inequities, and population health assessment and evaluation. She was selected for the 2020 Culture of Health Leaders Program, sponsored by the Robert Wood Johnson Foundation.

Anya Hurwitz is the Executive Director of SEAL. Dr. Hurwitz has worked as a teacher, school leader, district administrator, and within the educational non-profit sector. She spent the early part of her career in New York City and in 2010 moved to Northern California. She holds an MA from Teachers College Columbia University, and a doctorate from UC Berkeley's Leadership for Educational Equity Program.

Taylor J. Irvine, M.Ed., Ed.S., LMHC is a licensed mental health counselor and doctoral candidate in the Counselor Education and Supervision program at

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Keilah A. Jacques (she/her) is the CEO of Kei-Impact, Group LLC., and an adjunct instructor at the University of North Texas, Dallas in Human Services Management and Leadership. Additionally, she serves as faculty development consultant and adjunct instructor at Johns Hopkins, Bloomberg School of Public Health—where she teaches on Social Justice in Policy, Practice, and Research. Keilah works across multiple disciplines and sectors to examine the intersection of racism and health and specializes in social justice, anti-oppression, curriculum, and pedagogy. She draws from numerous schools of thought to inform her justice orientation including critical pedagogies', anti-oppressive frameworks, transformative education, liberation theology, structural competence, social innovation, moral resilience, collective impact, participatory appraisal, and human-centered design. She received her undergraduate degree in social work from The University of North Texas and is a graduate of The University of Connecticut and Oxford, Brooks University for her graduate and post graduate work. She is an accomplished and award-winning health education researcher and practitioner. As an indicator of her impact, Keilah was recognized with the Delta Omega in Innovation Public Health Curricular Award, at the 2019 American Public Health Association National Conference.

Camille R. Jensen, DNP, RN-CENP has over 15 years of nursing experience in acute care, public health and ambulatory care. She is an informatics nurse specialist interested in data systems and their use in addressing social determinants of health. She is currently an Assistant Professor at Michigan State University in the College of Nursing as well as the Director of Informatics for MSU Health Care. She served as an organizing committee member for Baltimore Neighbors Network, a community-based organization utilizing telehealth to provide social support and outreach to older adults in Baltimore City during the COVID-19 pandemic.



Kaprea F. Johnson, PhD, is a tenured Full Professor of Counselor Education at The Ohio State University in the Department of Educational Studies. Dr. Johnson is a counselor educator, who specializes in both school and mental health counseling, having taught masters level school counseling, mental health, and doctoral level courses during her tenure in academia. Dr. Johnson is currently the Director of the *Equity Research Lab*, in which she has students at the undergraduate and graduate level collaborating on projects that focus on equity issues in screening children and transitional aged youth for social inequities (i.e., discrimination, food and

housing insecurity, income inequality), school and mental health practitioner training needs to address social inequities, and interrogation of systems that perpetuate inequities (i.e., education and healthcare systems). These innovative lines of research have assisted Dr. Johnson and her team of collaborators in garnering approximately 5 million in grant funding. In addition, Dr. Johnson has over 100 international, national, regional, community, and invited presentations. She is the co-author of two books, both on implementing diverse, equitable, and inclusive school counseling programs. These books have been chosen (2012 and 2020 edition) to be a part of *the American School Counselor Association Cultural Competency Specialist* training, in which thousands of people across the United States have been trained. Dr. Johnson also engages practitioners through her encyclopedia entries, non-refereed practitioner focus publications, white papers, podcast appearances, and information sharing via social media. In addition to her practitioner focused pieces, she has 54 peer reviewed publications in national and international journals in counseling, education, and allied health. As an active contributor to her profession, Dr. Johnson has served in several service and leadership positions at the national and regional levels. Dr. Johnson is nationally recognized in her field of counselor education and because of interdisciplinary focus she is nationally recognized across many helping professions and subspecialties. As a leader in her field she was sought after to become an editor of a national, long standing journal in counseling in the subspecialty of adult development and aging. In July of 2021, Dr. Johnson became the Editor of *the Adultspan Journal*, a national journal with thousands of readers. In addition to her editorial role she is also the Associate Editor of the Journal of

Humanistic Counseling, which is also a national journal in the Counseling field. As an expert on antiracism and social justice she was recently sought after to serve as an invited Special Guest Editor of the Journal of Mental Health Counseling (Special Topic: Social Justice, Equity, and Action, Spring 2021) another nationally recognized journal. Dr. Johnson, also serves in national elected positions, such as Secretary of the Southern Association of Counselor Education & Supervision, Association of Multicultural Counseling & Development Writers Consortium Chair, and the American Counseling Association Research and Knowledge committee. Dr. Johnson is a nationally recognized scholar, public facing academic, who is energized by the ability to discover and change inequitable systems to support and serve communities across the lifespan. If interested you can keep up with Dr. Johnson via twitter @DrKaprea.

Gary Jones, PhD, LMSW Assistant Professor of Social Work, practice and research experiences are in the areas of child welfare, family formation, and racial equity and the role of social determinants on well-being. He is currently the Director of Field Education at Coppin State University, College of Behavioral and Social Sciences.

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Adriana C. Labarta, M.Ed., Ed.S., LMHC is a licensed mental health counselor and doctoral candidate at Florida Atlantic University's Counselor Education program. She has experience treating diverse clients with various mental health concerns in residential, partial hospitalization, intensive outpatient, and university counseling center settings. Adriana's research interests include eating disorders, body image concerns, and multicultural/social justice in counseling and counselor education. Adriana is particularly passionate about addressing barriers and disparities that impact marginalized groups, and promoting equity in research and higher education.

Sarah E. LaFave is a registered nurse and a doctoral candidate in the Johns Hopkins University School of Nursing. As a Robert Wood Johnson Foundation

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Lea A. Marineau, MSN, ANP-BC, CNE Lea Marineau (she/her) is a PhD candidate at Johns Hopkins University School of Nursing. Her research is focused on further understanding risk factors, including structural racism, associated with recurrent violent injury. She is board certified as an Adult Nurse Practitioner and has been working in a level I trauma center in Baltimore City. Prior to starting the PhD program, she received her MSN from Johns Hopkins University School of Nursing and her BSN from the University of Florida.

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Martha I. Martinez is the Director of Research and Evaluation at SEAL. She has over 15 years of experience researching programs and policies designed to improve educational outcomes for underserved populations, and over 10 years of experience examining English Learner issues specifically. Her research

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Joanna Meadvin is a Program Coordinator with SEAL. She has taught in Nicaragua, New York City, Mississippi and California from second grade through university. She holds a master's degree in Bilingual/Bicultural education from Teachers College, Columbia University and a PhD in Literature from the University of California at Santa Cruz.



Alan Meca, PhD, is an Assistant Professor in the Department of Psychology at the University of Texas at San Antonio. Dr. Meca received his PhD in Applied Developmental Science from Florida International University in 2014 and completed a postdoctoral fellowship on a NIAAA-funded minority supplement (R01AA021888- 02S2) in the Department of Public Health Sciences at the University of Miami, Miller School of Medicine. Dr. Meca's research is largely focused on identity development and on the links between identity and psychosocial functioning. Although Dr. Meca's research has focused

on identity development broadly, the bulk of his work has sought to establish an understanding of the links between identity development, acculturation, and socio-cultural/nativist stressors among ethnic/racial minority youth, particularly within Hispanic/Latinx populations. In pursuing this research agenda, Dr. Meca has published over 70 peer-reviewed manuscripts in national and international journals in developmental, counseling/clinical, cross-cultural, multicultural, and social/personality psychology. As a whole, Dr. Meca's teaching, mentorship, and scholarship has been rooted in a dedication towards anti-racism and anti-oppression seeking to address diversity, inclusion, equity, and justice.

Bora Meraj is a psychology graduate student researcher at the New School for Social Research. She's a member of the Trauma and Global Mental Health Lab and has spent time in Malaysia, developing a global mental health research project on the impact of traumatic events, dehumanization and religious freedom on Rohingya refugees in Selayang and Georgetown.

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Waleed Y. Sami is a third-year doctoral student at Virginia Commonwealth University's Counselor Education program. His past clinical experiences involve acute care settings, locked residential facilities, group homes, and correctional settings for adolescents and their families. He is interested in looking at how inequality and the political economy impact mental health. He also is developing novel interventions through Rough and Tumble Play theory to help manage aggression in adolescents and children. Lastly, he is interested in improving mental health professionals' ability to work with Muslim-American clients within counseling. His dissertation examines the impact and decline of labor unions on mental health outcomes.

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Her work is rooted in anti-racist policies and practices. Her research focuses on further defining the professional identity of human services practitioners & delineating practice with vulnerable populations. She has collaboratively published over 25 peer reviewed studies and numerous other op-eds, monographs, briefs and encyclopedia publications. She has collaboratively been awarded approximately 2.5 Million in grant funding. She has taught and mentored undergraduate, graduate and doctoral students over her 9 years in academia, serving on numerous doctoral dissertation committees. She specializes in teaching program evaluation, human service methods, internship, practicum and diversity. She is an affiliated faculty of both Virginia Commonwealth University and the University of West Indies. For the past 8 years she has led students to Montego Bay, Jamaica on a service learning focused study abroad to develop self-esteem among pregnant teens. Dr. Sparkman-Key is currently a self-study reviewer for the Council for Standards in Human Service Education, member of the marketing committee for the National Association of Diversity Officers in Higher Ed and member of the editorial team for the *Journal of Trauma Studies in education*. Her commitment to the field and to educating her students has earned recognition by the National Organization of Human Services (2013, 2014, 2015 and 2016) and by former students, who nominated her as their “Most Inspiring Faculty” (2015). On a college level she was awarded the Darden College of Education International

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List of Figures

Fig. 8.1	2017–2018 U.S. Public classroom demographics (NCES, 2019a, 2019b)	136
Fig. 19.1	The 10 essential public health services. (Public Health National Center for Innovations [PHNCI], 2020)	427
Fig. 19.2	Action plan key factors. (Original graphic: Leslie Hoglund)	430
Fig. 19.3	The relationship between the collective impact conditions. (ORS Impact, 2018)	431

List of Tables

Table 8.1	The mainstream model of language education in America	138
Table 8.2	The mainstream model of Language education in America	140
Table 8.3	Linguistic equality: An anti-racist model of Language education (adapted from Baker-Bell, 2020b)	147
Table 12.1	Definitions chart (Definitions for this chapter are as follows:)	228
Table 12.2	MSJCC and CACREP infusion-model chart	233
Table 12.3	Common challenges and theoretical interventions	243
Table 14.1	Frameworks for Equity-Centered Interprofessional Collaboration	295



1

Introduction

**Alan Meca, Narketta M. Sparkman-Key,
Kaprea F. Johnson, and Shuntay Z. Tarver**

Racial conflicts and engagement in oppressive practices have existed within the United States from its very conception and resulted in a long, complicated, and continued history with institutional racism (Myrdal, 2001; Sandifer et al., 2021). Despite substantive changes as a result of the civil rights movement in the 1960s, racism, which is systemic and

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institutionalized, plays a prevalent role within the United States today. Indeed, in 2017 we saw a public display of racism in Charlottesville as White supremacists took the street shouted a variety of denigrating racial epithets (Posner, 2017). Additionally, we have publicly witnessed the impact of over policing and police brutality on Black people as a result of the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless others.

It is also critical to acknowledge pervasive health, educational, and economic disparities within the United States. Indeed, ethnic and racial minorities are more likely to experience a number of poor health outcomes (e.g., diabetes, maternal mortality, child suicide) as a result of a variety of disadvantages rooted in systemic racism (Alegria et al., 2010; Kaholokula, 2016; Liese et al., 2019; Spanakis & Golden, 2013). The COVID-19 pandemic has further amplified these inequities within the healthcare system as Black and Brown communities disproportionately experienced the brunt of the detrimental impact of COVID-19 early within the pandemic (Abedi et al., 2021; Khazanichi et al., 2020). Education within the United States has also had a long history rooted in institutionalized racism ranging from the Native American Boarding Schools that were created to forcibly strip indigenous youths' cultural identities to anti-literacy laws and segregation laws (Kohli et al., 2017). These, and the other ways systemic racism has historically shaped our education system, has resulted in institutionalized inequities that have long-term impacts on students of color and account for pervasive educational disparities. Additionally, a variety of meta-analysis have documented the detrimental impact of racism and discrimination on educational attainment, mental health (including depression, anxiety, and stress), and physical health, including cardiovascular diseases, and other potential risk factors for disease such as obesity and substance use (e.g., Benner et al., 2018; Carter et al., 2019; Paradies et al., 2015; Pascoe & Smart Richman, 2009).

Collectively, these recent events, which have clearly illustrated systemic inequalities and racial discrimination (e.g., murders at the hands of police) have resulted in the nation-wide reflection on the role of systemic racism within health professions and topics directly related to diversity, equity, inclusion and social justice. Building on this critical self-reflection and out of the recognition that it is insufficient to have "good intentions" and not be racist (Kendi, 2019), there has been an emphasis on moving

towards an intentional anti-racist paradigm that seeks to disrupt oppressive systems and practices that perpetrate systems of inequity and racism. However, limited resources exist for guiding helping professionals toward becoming anti-racist. Addressing this critical gap, the purpose of this edited book is to provide examples of theories, practices, strategies, interventions, and actions that dismantle racism through an anti-racist approach and paradigm in disciplines including counseling, social work, education, psychology and health care under the umbrella of helping professionals. Given that helping professionals often serve individuals who have been historically marginalized, it is imperative that helping professionals implore anti-racist mandates and practices that meet the needs of marginalized populations.

Understanding Racism Within Helping Professions

Several helping professions, from social work to nursing, have unique credentials and/or ethical guidelines that often mandate inclusivity and cultural competence in practice, educational standards, and call to actions centered on establishing anti-racist paradigms within their professional practices. However, in light of recent events highlighting systemic inequalities and racial discrimination, several professional, including the American Public Health Association (2020), American Medical Association (2020), American Psychological Association (2020), the American School Counselor Association (2021), and others, have identified racism as a critical health determinant. However, racism has greatly impacted the healthcare field and health professionals, or occupations that provide health and education services to individuals and groups. Indeed, studies have indicated that healthcare professionals exhibit comparable levels of racism to that of the general population (Hall et al., 2015; Paradies et al., 2015). In part, this is due to fact education and training of helping professions is rooted in White supremacy that has focused on dismissing the values and identities of others, pathologize Black and Brown communities, and reproducing the racist status

quo (Arroyo & Gasman, 2014; Chung & Bemak, 2012). In sum, the history of many helping professions is steeped in White supremacy, which upholds White normativity through racist policies, ideologies, pedagogies, and practices. Out of the recognition that it is insufficient to have “good intentions” and not be racist (Kendi, 2019), there has been a recent push across a variety of fields focused on moving towards an intentional anti-racist paradigm that seeks to disrupt oppressive systems and practices that perpetrate systems of inequity and racism.

The Need for Interdisciplinary Integration

Since the recent release of Ibram Kendi’s (2019) *How to be Antiracist* book, helping professionals have begun to respond to the call to action by examining how racist practices have been embedded within discipline specific theories, pedagogy, and practice. Racial inequities related to state sanctioned violence, access to resources, existing health disparities, and challenges to mental health have intensified the urgency of helping professionals such as counselors, social workers, educators, and health care providers to reexamine both historical foundations of their professions, and current practices that create systemic inequity through the integration of research, policy and practice (Blitz et al., 2014; Knowles & Hawkman, 2020). However, limited resources exist for guiding helping professionals toward becoming anti-racist. In addition, there is disunity within empirical literature among the approaches taken to address anti-racism across the various disciplines (Legha & Miranda, 2020; Niemonen, 2007). Despite this distinction, there is a collective interest across disciplines in engaging anti-racist practices.

Addressing these critical gaps in the literature, the purpose of this edited book is to provide examples of theories, practices, strategies, interventions, and actions that dismantle racism through an anti-racist approach and paradigm across various helping professions. As further addressed in by authors Vajda, Belcher, Borden & Rivas in Chap. 2, an anti-racist approach is rooted in a deep exploration and reflection of existing practices, strategies, and paradigms and their role in further perpetrating systems of oppression. To address this need, this book provides