



October 10–12, 2019 | Belfast, Northern Ireland

Let the Voices be Heard!

An International Conversation on Counselling,
Psychotherapy, and Social Justice



Programme



About the conference

We are delighted that you are interested in attending ***Let the Voices Be Heard! An International Conversation on Counselling, Psychotherapy and Social Justice***, a conference jointly planned by the American Counseling Association (ACA), the British Association for Counselling and Psychotherapy (BACP) and the Irish Association for Counselling and Psychotherapy (IACP).

Each of the nations has its own unique history which informs counsellors' and psychotherapists' understanding of, and approach to, social justice. Therefore, we feel there is much we can learn from sharing our different histories and experiences.

We know counsellors across the US, the UK and Ireland are already doing spectacular work with their clients and within their communities, and that they're often intimately involved with social justice concerns, but we felt there was merit in an international event because of the potential to learn from each other's experiences. More specifically, we are curious about how our different cultural approaches to, and understandings of, social justice might be applied in new environments.

How to use this guide

We've made this document interactive to help you easily find the session information you're most interested in.

You can find your way around this document by clicking on the contents headings below, the presenter names in the conference schedule on pages 3 to 5, and the 'Return to programme' text at the bottom of each session information page (6 onwards).

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Conference schedule

Thursday 10th

1.30pm - 2.30pm

Registration and Refreshments

2.30pm - 3.45pm

Welcome and Keynote speaker, [Dr. Manivong J. Ratts](#)

4.00 - 5.00pm

Treating oppression and discrimination: The use of poetry therapy with women
[David Madden](#)

Trauma-informed support for students in schools: a social justice issue
[Donna Dockery](#)

The role of social justice in mental health with reference to asylum seekers and refugees
[Rabia Kaunda](#)

Networking

Participation

Access

Equity

5.00pm - 5.30pm

Networking break

5.30pm - 6.30pm

Integrating a social justice identity into a counselor's professional identity
[Gayle Garcia, Colette Dollarhide](#)

Fake news? Using media and technology to engage in discussions around social justice
[Bagmi Das, Jason Gines](#)

The inclusivity audit: critically assessing (and changing) your organization
[Tina Paone, Krista Malott](#)

Networking

Participation

Access

Access

6.30pm - 7.30pm

Reception

8.45am - 9.30am

Registration and Refreshments

9.30am - 10.45am

Welcome and Keynote presentation: [The silencing of suspect communities: historical and therapeutic reflections on group blame and group suffering in the wake of terrorism](#), delivered by Maureen Slattery Marsh, Salma Yaqoob, Dr Saima Nasar and Professor Gavin Schaffer.

10.45am - 11.15am

Networking break

11.15am - 12.30pm

The body, marginalization, and oppression: reconstituting a felt sense of self

[Navine Sultan](#)**Harmony**

Poverty in rural America: strategies for addressing disparities

[Michelle Steimer, Devon Manderino](#)**Access**

Reaching toward justice: cultural humility and counseling

[Elizabeth Russell, Pam Viggiani, Debra Fromm Faria](#)**Participation**

Networking

12.30pm - 2.00pm

Networking lunch

2.00pm - 3.15pm

Conceptualizing poverty through a multicultural lens challenging systemic injustice

[Linda Foster, Jeannie Falkner, Stacy Overton](#)**Access**

Becoming an affirming institution for trans and gender-diverse clients

[Tonya Hammer, Brendon Glon, Alfred F. Carlozzi](#)**Access**

Directionality, synergy, and social change: linking therapy to social justice

[Mick Cooper](#)**Harmony**

Networking

3.15pm - 3.45pm

Networking break

3.45pm - 5.00pm

Bicultural individuals: a content analysis to Inform counseling practice

[Amanda Evans, Renee Staton, Michele Kielty](#)**Participation**

Rethinking suicide prevention: a social justice approach for counselors

[Jessica Tyler, Brandee Appling, Malti Tuttle, Heather Delgado, Alfredo Palacios](#)**Access**

Changing the system: developing counsellors' Critical Consciousness (CC)

[Krista Malott, Shanee Barraclough, Annabel Ahuriri](#)**Equity**

Networking

5.00pm - 6.00pm

Wine and hors d'oeuvres reception

8.45am - 9.30am

Registration and Refreshments

9.30am - 10.45am

Welcome and Keynote presentation: [A Reflection: On opening to the client's perspective when we talk about work that is real and human and creative](#), delivered by Eina McHugh

10.45am - 11.15am

Networking break

11.15am - 12.30pm

Post-disaster mental health: developing a sustainable infrastructure for support
[Kerrie Fineran, Amy Nitza](#)

Access

Therapeutic involvement in oral history and memorial in the service of social justice
[Maureen Slattery-Marsh, Saima Nasar, Gavin Schaffer](#)

Harmony

How to speak up for survivors of human trafficking
[Claire Openshaw](#)

Equity

Networking

12.30pm - 2.00pm

Networking lunch

2.00pm - 3.15pm

Re-visioning experience: child-shifting and reunification
[Christa Welsh](#)

Participation

CBT and African American internalized racism: multicultural and advocacy implication
[Jane Steele](#)

Access

Where supervisor sees supervisee: culturally responsive social justice supervision
[Colette Dollarhide](#)

Equity

Networking

3.15pm - 3.45pm

Networking break

3.45pm - 5.15pm





Meet our keynote speakers



Dr. Manivong J. Ratts

Dr Manivong J. Ratts is professor of counselling at Seattle University and chair of the Department of Leadership and Professional Studies (AEDT, Counselling, EDLR, SDA, and TESOL). Dr. Ratts received his Ph.D. in Counselling from Oregon State University (OSU). He holds an associate's degree from Yakima Valley Community College, a bachelor's degree in psychology from Western Washington University, and a master's degree in counselling from OSU. In 2018, he was awarded a Doctorate of Humane Letters, Honors Causa from Lewis and Clark College for his work in advancing multiculturalism and social justice in the counselling profession and was the graduate commencement keynote, *Advocating for Social Change in a Toxic Political Climate*.

Dr. Ratts is a licensed mental health counsellor (L.M.H.C.) and past President of Counselors for Social Justice, a division of ACA. His research is in the area of multiculturalism and social justice. He is one of the nation's leading scholars in the area of social justice counselling. He coined the term "social justice counseling" and argued that social justice is a "fifth force" among counselling paradigms, following the psychoanalytic, cognitive-behavioral, humanistic, and multicultural traditions.

Dr. Ratts chaired a committee which developed Multicultural and Social Justice Counseling Competencies (MSJCC) for the counselling profession with Drs. Anneliese Singh, Sylvia Nassar-McMillan, Kent Butler, and Rafe McCullough. The MSJCC serve as a guide to help counselling professionals develop multicultural and social justice competence. The competencies have been adopted by ACA and are used in counsellor training programmes across the US.

Dr. Ratts has served on the editorial boards of the *Journal of Counseling and Development* and the *Journal for Social Action in Counseling and Psychology*. He has published in various peer-reviewed journals on social justice counseling and is lead author of the following books *Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application* (2014) with Dr. Paul B. Pedersen and *ACA Advocacy Competencies: A Social Justice Framework for Counselors* (2010) with Dr. Judy Lewis and Dr. Rebecca Toporek. He has produced two video series through Alexander Street Press titled *Four Approaches to Counseling One Client: Medical, Intrapsychic, Multicultural, and Social Justice Counseling Paradigms* (2011) and *Five Forces of Counseling and Psychotherapy: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice* (2013).



The silencing of suspect communities: historical and therapeutic reflections on group blame and group suffering in the wake of terrorism

Salma Yaqoob, Dr Gavin Schaffer, Dr Saima Nasar and Maureen Slattery Marsh

After incidents of terrorism in Britain (such as IRA Campaigns, and the 7/7 attacks), and even as a result of terrorism in other countries (such as the 9/11 attacks on New York and Washington), British minority communities en-masse have been identified as targets of blame. After the Birmingham pub bombings of 1974, for example, there was widespread anti-Irish violence and 'Prevention of Terrorism' legislation was passed, enabling people of Irish heritage resident in Britain to be arrested and held without charge if suspected of involvement with terrorism. In this atmosphere the sociologist Paddy Hillyard coined the term 'Suspect Community' to explain collective blame and its impact. Addressing two cases studies, this session reflects on the mental health impacts of this kind of blaming on individuals and communities. These case studies consider (a.) Irish communities in Britain after IRA terrorism in London and Birmingham in 1974 and (b.) British Muslim communities after 9/11 and 7/7.

The session blends the analysis of therapists (Maureen Slattery Marsh and Salma Yaqoob) who have experience of working with these communities, and historians (Gavin Schaffer and Saima Nasar) who have researched the impacts of terrorism on people and places. Traumatic transformation occurring within these communities following the direct or indirect impact of terrorism has led to forms of community miasma and patterns of transgenerational transmission of trauma. Our analysis holds that members of minority communities have often been 'silenced' as a result of collective blaming and shaming, hampered at a personal and community level from celebrating ethnicity and participating in British life, culture and politics. We argue, moreover, that drawing such communities into local history making, memorialisation activities, and culturally informed therapy can begin to break down barriers, unravel feelings of guilt, suspicion, and estrangement opening up new pathways for intergenerational community trauma to be addressed.



A Reflection: On opening to the client's perspective when we talk about work that is real and human and creative.

Eina McHugh

Eina McHugh is a writer, entrepreneurial specialist with University College Dublin's Innovation Academy, Irish Fulbright Scholar and Fellow of the Royal Society of Arts.

A Former CEO and Artistic Director of The Ark, A Cultural Centre for Children in Dublin, for 10 years (2005-2015), Eina was responsible for all Ark programming, including the commissioning of award-winning works across multiple art forms.

As an independent consultant, Eina has worked with Channel 4, BBC, The Paul Hamlyn Foundation, The Nursery Channel, British Film Institute, S4C International and the Department of Culture, Heritage and the Gaeltacht. Previous senior leadership posts include Director of the Second World Summit on Television for Children in London, Head of Project Development for the Welsh Broadcaster S4C's Commercial Division in London, Deputy Director of the Northern Ireland Film Council, Director of the Cinemagic International Film Festival for Children and Young People, and Director of 'E Force', the BBC/E.U. Media Training Programme.

Eina has a Masters in Applied Psychosynthesis. Eina is also a recipient of the Ray Murphy Leadership Fund (2010) for her innovative Women in Leadership initiative, Taking Yourself Seriously. An Irish Fulbright Scholar (2012-2013), she partnered with Lincoln Centre Education, the education wing of the Lincoln Centre for the Performing Arts in New York, on a professional research project, Encouraging the Seedbeds of Creativity.

Eina's keynote presentation will focus on her childhood experiences and emotional trauma caused by the years of conflict in Northern Ireland and her psychotherapeutic recovery process. Eina described this therapeutic journey in her book: *To Call Myself Beloved*. *To Call Myself Beloved* offers a window into the intimacy and power of the therapeutic experience, told from a patient's perspective, as well as a thought-provoking insight into the trauma of the 'Troubles' in Northern Ireland.



Session information

Thursday 10th, 4.00pm - 5.00pm

Treating oppression and discrimination: The use of poetry therapy with women

David Madden

Session rationale

Women in addiction treatment often present with serious issues of oppression and trauma. Their ability to access mainstream services is compromised by historical Adverse Childhood Experiences (ACEs) and discrimination. When faced with the choice of getting much-needed treatment and childcare: childcare wins nearly every time leaving some women to suffer in silence, powerless. In addition to private practice where I use poetry therapy, I may work with women in treatment and use poetry therapy to address these issues, it helps to provide the resources necessary to begin to heal the trauma and participate in ending the cycles of oppression through therapy. Mainly in a group setting, but also in one-to-one counselling, I use the power of expression to safely uncover, process and empower women towards a better understanding of the issues and end the injustices affecting them. It has proven to be a powerful tool for change, a gentle avenue into insights and pure creativity. In 2006 I received my MSc in rehabilitation, later in 2010 my BSc in counselling and psychotherapy, and extensive poetry therapy supervision. My research base for this therapeutic work comes from the American National Association for Poetry Therapy (NAPT), the International Federation for Biblio/Poetry Therapy, the Irish Poetry Therapy Network, The UK National Association of Writer in Education, Lapidus International - the Words for Wellbeing Association, and a large body of books, papers and research literature on the subject of poetry therapy.

Session description

The presentation will consist of a talk on the theoretical foundations and research underpinning poetry therapy in a clinical treatment setting. There will then be an interactive and experiential workshop to illustrate the methodology employed in a poetry therapy workshop. The benefits will be that participants will be shown how effective this intervention can be in practice, they will be armed with knowledge and some practical tools to employ this intervention in their practice once they are trained and feel proficient.

Primary Presenter Biography

To be confirmed

Trauma-informed support for students in schools: a social justice issue

Donna Dockery

Session rationale

School students in the United States are struggling with the same challenges facing the rest of the country: fears of school violence and school shootings, bullying, political divisiveness and a lack of tolerance, and an increase in hate crimes. In addition, many students come to school despite experiencing complex trauma, live in families where basic needs are not fully met, and/or reside in under-resourced communities. Almost half of all youth in the United States have

experienced a potentially traumatic event, with higher rates in our African American and Latinx students (Child Trends, 2018). Ten percent of youth have had three or more of these experiences (Child Trends, 2018), and students involved in the juvenile justice system, those receiving social services, and members of our LGBTQ+ communities are particularly vulnerable. Early support and intervention with children and youth who have experienced potentially traumatic events can be effective in mitigating the potential negative life-long impacts of trauma (National Child Traumatic Stress Network, n.d.). This is one of the most important social justice issues facing our nation. In our region, a team of community and agency members, educators, and counselors has been meeting for several years to explore and address this issue in our schools. The Trauma Informed Schools Committee (TISC) has been promoting the importance of training school teachers; counselors, psychologists, social workers and administrators to be more aware and responsive to students who may have experienced trauma. TISC has been advocating for trauma inclusive language at the state level, providing training for selected schools, sharing best practices and resource recommendations, and amplifying the need to encourage trauma-informed practices in our schools and communities. We are intentional in supporting our many local urban and rural school settings that typically have fewer resources and may serve large populations of students of colour and those from limited income families. Because our state legislators recently added requirements that pre-service educators be educated in recognizing and responding effectively to trauma, TISC is also exploring ways to train the emerging educational workforce of teachers, counselors, and administrators to better understand trauma and contribute to establishing school climates that are more trauma-sensitive and supportive of our students. The lead presenter has presented at the state and national levels to school counselors and interested educators, as well as to pre-service educators and members of the community regarding recommended practices to promote trauma-responsive schools and services. This conversation may resonate with counselors in England and Ireland where youth may be facing similar challenges and may be attending schools that are not always fully responsive to their needs.

Session description

Students struggle with fears of school violence, school shootings, and bullying, and almost half of US youth have experienced a potentially traumatic event. Early support and intervention can be effective in mitigating the potential negative life-long impacts of trauma and is one of the most important social justice issues facing our nation. Join counselors who work in schools or with youth to share effective techniques, practices, and policy recommendations to foster trauma-sensitive schools and services.

Primary presenter biography

Donna Dockery is an Associate Professor and coordinator of School Counseling at Virginia Commonwealth University. Prior to joining VCU in 2006, she spent more than 20 years as a school counselor and teacher in central Virginia where she worked with students of diverse racial and ethnic backgrounds, many from limited and lower income settings living in challenging communities. Passionate about promoting educational excellence for current and historically underserved students, Dr Dockery has worked with many first-generation college students in efforts to help them reach their goals and aspirations. As a member of the Central Virginia Trauma Informed Schools Committee, she has been collaborating with colleagues to develop positive school climates and support for school youth and families by promoting trauma-informed school practices as a social justice issue.

The role of social justice in mental health with reference to asylum seekers and refugees

Rabia Kaunda

Session rationale

This topic relates to social justice for asylum seekers and refugees who have fled their countries of origin/residence due to various circumstances, for example, wars, political conflicts, racial cleansing and persecution. They experience mental issues due to, for instance, rape, killing of loved family members and neighbours. Therefore, they are prone to suffer from various mental health issues and complications and deserve to be treated in a manner that meets the requirement for social justice for all human beings, wherever they have fled to. They need to be supported and deserve to undergo counselling for the different situations they have experienced where they have fled from, so that their mental health can improve. Further, this topic relates to social justice due to their vulnerability; they are usually in a very poor state of mental health and are without financial and material resources. They may have been subject to sexual abuse or human trafficking

by people they thought would help them. Refugees and asylum seekers are human beings and they also have rights as all other human beings. Therefore, they deserve to be treated in a humane manner, in countries where they find refuge. I am currently involved in conducting interviews with refugees, asylum seekers and migrants. I have received training in counselling and psychotherapy and pastoral care relevant to counselling refugees and asylum seekers. I am presently volunteering with a charity organisation called All Nations Ministries (NI) working with refugees and asylum seekers from Sudan and Syria in North Belfast. I am involved in listening to their stories with a view to determine what their mental health situations, issues or needs may be so they receive appropriate counselling. This involvement has caused me to begin to study the research that has been done by the Queens University Belfast on refugees, asylum seekers and migrants living in Belfast, Northern Ireland. Thus, my research proposal is based on this along with my first-hand involvement in conducting interviews and providing professional counselling to refugees and asylum seekers.

Session description

This presentation explores the role of social justice in mental health with reference to asylum seekers and refugees living in Belfast (NI) and the UK as a whole. It draws information from interviews and research evidence. Also, it highlights the widespread incidences of poverty among refugees and asylum seekers. Further, it makes recommendations that can be considered to formulate future policy and practice regarding the mental health of asylum seekers and refugees in order to improve the quality of their mental health.

Primary presenter biography

Rabia Changa Kaunda strives to bring an effective blend of experience, expertise, clarity, concern and action to the counselling process in order to maximise outcomes and provide genuine healing and wholeness to individuals, marriages and families. Kaunda earned a foundation degree from Belfast Metropolitan College, accredited by Ulster University, a master's degree in pastoral theology from University of Chester (England). and Counselling?. Kaunda is a professional counsellor currently resident in Belfast and has over 28 years counselling experience. Kaunda had a broad and unique base of experience counselling youth and adults - her areas of emphasis with youth are: post-traumatic stress disorder, conduct disorder, attention deficit hyperactive disorder and with adults working in a wide variety of settings and particularly experienced in areas of premarital, marital and family counselling. Also, she has worked with varying degrees of trauma, physical and sexual abuse, abandonment or neglect and dysfunctional families.

Thursday 10th, 5.30pm - 6.30pm

Integrating a social justice identity into a counselor's professional identity

Gayle Garcia, Colette Dollarhide

Session rationale

As a counselor, developing a professional identity is an important step to be an ethical and competent counselor. Having a strong sense of professional identity is what drives a counselor to keep up to date on current research and interventions. Many states require a certain amount of continuing education credits in order to keep a counseling license because it keeps counselors engaged in research and current trends on what is the standard of care for clients. Both the American Counseling Association (ACA) code of ethics and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) have included social justice as part of the profession's identity. The ACA code of ethics (2014) has "promoting social justice" (p.3) as one of the core professional values, which supports the notion that social justice is a part of the professional identity of the profession. In addition, CACREP, which is the accrediting body counselor education programs in the United States, Canada and Puerto Rico, has social justice in Section 2 "Professional Counseling Identity" (p. 10) and in Section 6 "Doctoral Professional Identity" (p. 37) of their 2016 Training Standards. It is wonderful that the counseling profession is moving forward to setting expectation that social justice needs to be a part of a counselor's professional identity, but how is this done? Where can a counselor already in the profession start integrating a social justice identity into their counselor identity?

The Multicultural and Social Justice Competences define 4 developmental domains:

1. counselor self-awareness,
2. client worldview,
3. counseling relationship, and
4. counseling and advocacy interventions (Ratts et al., 2016).

The MSJCC is a good place to start integrating social justice identity into a counselor's professional identity, but a deeper level of social justice identity needs to incorporate transformative learning (Mezirow, 2009), transformative social justice, and servant leadership (Sendjaya, Sarros, & Santora, 2008). A shift from knowledge and awareness to action is crucial into integrating social justice into the professional identity of a counselor. These three tenets plus the MSJCCs give ways of enhancing knowledge of systems of oppressions and ways of acting and advocating for the dismantling of those systems.

Session description

Developing a professional identity is an important step to becoming an ethical and competent counselor. The code of ethics and the accrediting body for counseling programs have included social justice as part of the profession's identity. This presentation will help practicing counselors use these ideas to enhance a social justice identity and how they can help integrate it into their professional identity. Transformative learning, transformative social justice, and servant leadership will be covered.

Primary presenter biography

Gayle Garcia is a current doctoral student in the Counselor Education program at The Ohio State University (OSU). She currently works at OSU as a Graduate Teaching Assistant helping to coordinate the doctoral supervision of current Master's students. In the past she has worked in both school and hospital settings with a focus on child and adolescent counseling. She has research interests and passion in social justice, leadership development and professional identity development in the counseling profession.

Fake news? Using media and technology to engage in discussions around social justice

Bagmi Das, Jason Gines

Session rationale

With the advent of social media, viral messages and videos are viewed with little to no content moderation. The messages we see are governed by our social network. Politically left or right leaning friend circles will show 'like' media. Discerning what is valuable and true is a task that can be time consuming, yet, as counselors and advocates, we must be informed about what we see and what can show up with our clients or in our classrooms. Our curriculum has touched on use of technology in counselor education and clinical documentation but has not discussed how to engage critically with media in a counseling setting. In counselor education, we can expose counselors in training to the ways social media and technology influence their and their client's identity and decision making. We can further have counselor educators reflect on how they believe media and technology have positively or negatively affected their understanding of their own identity and their participation in societal movements and concerns. The presenters have taught Masters' level counseling courses and used media and technology so that people are able to reflect on cultures and societies that think differently from them and also find media that resonates with them. Similarly, the presenters have facilitated activities that pushed counselors in training to evaluate social justice movements and take a stance based on research that moves past the absorption of media. This session will allow participants to take a critical look at their own engagement with media and technology.

Session description

Media and technology have transformed the way that we receive and interact with society. The world has become much smaller and information is everywhere, but not as dependable as we once thought. This session will address our place as counselors and counselor educators within this new context. The session will discuss various ways to allow counselors in training to critically engage with media and technology and how this engagement affects social justice advocacy.

Primary presenter biography

Bagmi Das is a doctoral candidate at The Pennsylvania State University. Prior to her doctoral program, Bagmi served at-risk youth and their families as a marriage and family therapist. Bagmi's clinical experience also includes work with adults, both in college and community settings, from diverse cultural backgrounds and with trauma. Bagmi's prior and current research addresses trauma, trauma-informed care, multicultural families, and in-school therapy effectiveness.

The inclusivity audit: critically assessing (and changing) your organization

Tina Paone, Krista Malott

Session rationale

The ability to critically assess one's workplace for inclusive organizational practices is essential to ensuring socially just counseling services, with the potential to positively impact clientele and their communities in a systemic manner.

The presenters have extensive training in regard to social justice and inclusive practices, as well as over 15 years in training master-level clinicians in socially just organizational practices. Within their own workplaces, they have applied these constructs in an effort to create systemic changes that are more inclusive, socially just, and culturally responsive.

Session description

Often the factors impeding socially just and effective client services are the organizational practices (e.g., system) themselves. Hence, we must be capable of regular and critical assessment of our workplace. Assessment may be the easiest step, enacting actual change based on the findings, particularly in the face of common organizational resistance and backlash, is another thing. Audience members will examine assessment models, and will exchange tactics in overcoming backlash, to enact essential social justice change.

Primary presenter biography

Dr Paone is a professor in the Educational Counseling and Leadership Department at Monmouth University. Prior to becoming a counselor educator, she was a school counselor. Dr Paone currently teaches Advanced Topics in Race & Racism and Racial Bias in the Media. She has published several articles on the topics of race, racism, and racial identity development. She has presented internationally, nationally, and regionally both at peer-reviewed and invited capacities. Dr Paone is also an LPC? and incorporates race work within her private practice.

Friday 11th, 11.15am - 12.30pm

The body, marginalization, and oppression: reconstituting a felt sense of self

Nevine Sultan

Session rationale

Research findings and the clinical literature (Braidotti, 2011; Johnson, Leighton, & Caldwell, 2018; Levine, 2015) indicate that both the human mind and body experience marginalization as traumatic. An embodied (body-centered) approach to exploring marginalization and oppression encourages introspection of holistic experience, which may enhance awareness of self and others. Embodiment theories honor the intimate connection between body and mind, suggesting that we are experiential beings, and that meaning-making of social experience is facilitated through awareness of the interactions among sensations, perceptions, thoughts, and emotions. Traditional approaches to counseling for diversity or social justice issues generally adopt Eurocentric views and may not be valid for clients from non-Western cultures or those who are more non-verbally oriented. Exploring body-oriented perspectives supports alternative paradigms and honors verbal and non-verbal experience and expression (Westland, 2015). Session content includes: (a) defining oppression, discrimination, marginalization, and agency (b) understanding the potentially traumatic nature of marginalized experience, (c) recognizing the body as a site of

marginalization and source of agency, and (d) incorporating somatic perspectives in counseling. Recent findings in neuroscience support the centrality of the therapeutic relationship (Cozzolino, 2015; Siegel, 2015), and the role of body, brain, and mind in holding and healing challenging (and often traumatic) human experiences such as oppression and marginalization (Johnson, Leighton, & Caldwell, 2018; Ogden & Fisher, 2015; Van der Kolk, 2014). We focus on the relational dimensions of the counseling process, emphasizing the therapist's use of her/his embodied (present and aware) self to help clients experience new understandings of boundaries and healthy interactions. The most recent professional literature addressing the traumatic nature of oppression (Johnson, Leighton, & Caldwell, 2018; Levine, 2015; Ogden & Fisher, 2015) from a body-centered, relational, and neuroscience approach is presented. From a social justice perspective, this approach embraces all aspects of a client's experience (nothing is marginalized or ignored). Clients become more autonomous as they learn to use internal resources to shape novel experiences and create new meaning. The presenter specializes in social- relational trauma recovery, working from a relational body-centered perspective that highlights clients' phenomenological experience and use of internal resources to promote empowerment, agency, action, and transformation.

Session description

Clients often experience discrimination and marginalization informed by assumptions of difference. In this session, we discuss various manifestations of oppression through covert social interactions, and the resulting disconnection of clients from self and others. We explore the body as a site of social injustice and a creative source of empowerment and agency toward social reform. Emphasis is placed on formation of a therapeutic alliance that promotes inclusive understandings of identity and connection.

Primary presenter biography

Nevine Sultan, PhD, NCC, LPC, is assistant professor of clinical mental health counseling at the University of St. Thomas, Houston. She is also a Licensed Professional Counselor in private practice, specializing in complex trauma, dissociative disorders, and grief. Nevine embraces an embodied phenomenological approach to counseling and psychotherapy, research, and teaching. Her approach honors creative resilience, formation of experience, meaning-making, and wholeness, within a self-in-relation framework. She is especially passionate about the relationally shared experience between researcher and co-researchers, instructor and student, therapist and client, and the impact of embodiment and somatic awareness on empathic presence. Nevine is a frequent speaker at professional venues, and provides training and consultation across Texas, throughout the United States, and around the world. She is the author of the qualitative research textbook, *Heuristic Inquiry: Researching Human Experience Holistically*, published by SAGE Publications, Inc.

Poverty in rural America: strategies for addressing disparities

Michelle Steimer, Devon Manderino

Session rationale

Socioeconomic status and proximity to metropolitan areas play a key role both practically and culturally in access to healthcare for those living in low-income, rural locations. The topic of strategies to address disparities through research, advocacy, and multicultural competence ties directly to social justice as these components of the counseling profession empower professional counselors to build knowledge, awareness, and skills specific to a cultural population. Both presenters have experience working in direct care roles in low-income rural areas. Specifically, one presenter's clinical work has focused primarily on providing counseling services in home and community settings in rural counties of Pennsylvania and has provided various psychoeducational and cultural competency trainings focused on the needs in low-income, rural areas. Additionally, one presenter's doctoral work was focused on veteran mental health and culture; veterans make up one of the largest homeless populations in the United States.

Session description

In light of the troublesome intersection of low income with rural communities resulting in limited resources for treating mental health concerns, we will explore the common barriers to treatment as well as strategies for advocating for change through leveraging government agencies, community education, and innovative adaptations of counseling in direct care and outreach. Current projects will be presented as a potential model for change in working in low-income, rural populations.

Primary presenter biography

Dr Michelle Steimer is a counselor, educator, and consultant. Dr Steimer is an Assistant Professor of Counseling at Waynesburg University in Southwestern Pennsylvania. She has worked in private practice, and government and agency settings. Her areas of expertise are working with rural populations, military culture, trauma, and suicide prevention. She is licensed as a professional counselor in the state of Pennsylvania. Dr Steimer has a bachelor's degree in applied developmental psychology from the University of Pittsburgh and both a master's degree in mental health counseling and a doctorate in counselor education and supervision from Waynesburg University. Dr Steimer currently resides in Pittsburgh, Pennsylvania with her husband and sons. She is a military veteran with over 15 years in service. Her research and work with veterans and trauma survivors have enabled her to present at both the state and national level.

Reaching toward justice: cultural humility and counseling

Elizabeth Russell, Pam Viggiani, Debra Fromm Faria

Session rationale

The counseling session takes place within, and reflects, the larger culture. Although counseling relationships can certainly aid in the wellness of clients, they do not occur in a vacuum, and wellness cannot be achieved when social injustice is present. Counselors must use their authority and influence in dismantling institutions and systems of power that oppress and traumatize clients based on race, class, disability, LGBTQ status, and other dimensions of diversity (Gallardo, 2014). In order to do this, they must first recognize their own power and privilege, and how this will impact the counseling relationship. Counselors who practice with cultural humility use four intersecting elements of ongoing self-reflection, self-critique, lifelong learning, and a commitment to advocacy and institutional change to guide their work with clients (Hook, Davis, Owen, Worthington, & Utsey, 2013; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). The cultural humility framework recognizes the concepts of power, privilege, and oppression and, thus, calls on counselors to be agents for change and promoters of social justice (Ratts et al., 2015). Counselors with humility are able to be "other-focused" and have an accurate view of themselves, their values, and their biases (Davis et al., 2013). These qualities allow counselors to practice as partners with clients from a variety of cultural, ethnic, and racial backgrounds, as well as with clients who have various other dimensions of diversity. Culturally humble counselors are able to set aside their own beliefs and values and act as allies with clients working toward positive personal change, as well as advocating for larger societal change (Hook et al., 2013). Thus, a counselor must be taught to view clients from a place of curiosity and humility from a social justice perspective that requires counselors both to assess and intervene with a perspective that balances the individual client and the system(s) in which the client is experiencing difficulties (Sue & Sue, 2016). The presenters of this workshop have published several journal articles and presented at national conferences regarding the cultural humility framework and its applicability in practice settings. Each of the presenters has received on-going training in the areas of cultural humility and structural injustice. Working in a graduate social work faculty, the presenters teach both cultural humility content and within a cultural humility framework. They are responsible for creating a graduate social work curriculum taught within a cultural humility framework.

Session description

This presentation will provide an introduction to cultural humility, its applicability to counseling, and offers tools for counselors to use in working with diverse clients in a culturally humble manner. Discussion will incorporate how cultural humility fosters an understanding of self, the use of critical reflection for counselor development, and an understanding of societal privilege and oppression, thus allowing counselors to work effectively for social justice.

Primary presenter biography

Beth B. Russell, PhD, LCSW is currently an Assistant Professor at the College in Brockport and was previously an Associate Professor at Nazareth College. Dr Russell teaches practice, research, and cultural diversity classes, as well as electives in sexual health, creativity in practice, and evidence-based practice. She is a licensed clinical social worker in New York State and has experience as both a clinician and supervisor. Dr Russell has contributed to several books, written peer-reviewed articles, and presented her research both nationally and internationally. She holds a Master of Social Work degree from The University of Michigan Ann Arbor, and a Doctor of Philosophy in Education and Counseling from the University of Rochester. In addition to her academic position, Dr Russell is also in private practice and has additional training in sex therapy, trauma-focused cognitive behavioural therapy, and interpersonal therapy, among others. She

has served as a reviewer and planner for Wester Schools for the past five years and has overseen several continuing education classes for practitioners in several disciplines including counseling and social work.

Friday 11th, 2.00pm - 3.15pm

Conceptualizing poverty through a multicultural lens challenging systemic injustice

Linda Foster, Jeannie Falkner, Stacy Overton

Session rationale

Social justice is a hallmark of our profession, so to challenge injustice and advocate for those in poverty, we must recognize the impact of poverty on mental health issues. Additionally, we need to understand poverty as a cultural consideration to effectively work with our clients. Social justice promotes equity for all people across counseling settings, including children and adults. Part of our work as counselors is to address challenges for our clients and confront injustice and inequality in society which results in barriers to wellness. Yet to provide an effective counseling environment for our clients, we must work to understand the context of a life in poverty. As Counselor Educators, we encourage students to gain self-awareness, explore attitudes and beliefs, begin to develop knowledge and skills, and learn how to advocate for future clients. Additionally, we encourage our students to become action oriented in understanding differing worldviews including experiences of stigma, power, privilege and oppression (American Counseling Association, 2015). Poverty is more than monetary concerns; for clients in poverty, there may be multiple components missing such as health, housing, social, family, emotional and spiritual resources. There are important factors represented through generational and or situational poverty influencing our client's mental health. We need to be aware of these factors and work to understand how these may be limiting our counseling interventions and effectiveness. We will share information about the systematic barriers to seeking counseling services and ideas about recognizing the impact of poverty exhibited by our clients. We will deliver a framework for conceptualizing poverty. We will also discuss ideas we have to honour the culture of poverty and to recognize other external forces that may be influencing clients' wellness. Additionally, we will provide support for accepting poverty as a cultural consideration and offer possibilities for social justice and advocacy action. This presentation fits into the conference theme of: counselling, psychotherapy and social justice. Our research reflects the stigma existing for those in poverty and presents current practices in serving this disadvantaged population. We will discuss how to create more opportunities to provide counseling for those living in poverty. Our research will also present current statistics reflecting global conditions of poverty.

Session description

This program will explore the nuances of the culture of poverty. Presenters will highlight systematic barriers which may bias mental health professionals in effectively reaching those in poverty. Participants will develop geographic-specific strategies for meeting the needs of their unique communities. Participants will develop an appreciation of the culture of poverty through the lens of a multicultural perspective.

Primary presenter biography

Dr Foster is a core faculty member in the Clinical Mental Health Counseling Program. She received her undergraduate degree from Samford University, master's and education specialist degrees in Community Counseling from the University of Alabama in Birmingham and a PhD in Counselor Education at Mississippi State University. Dr Foster worked as a licensed professional counselor for over 10 years at the elementary, middle and high school level and has been a counselor educator since 2007. She has served on local, state, national and international counseling boards and editorial boards. Dr Foster's current research interests include the impact of language in online learning, the culture of poverty, student engagement and creating effective learning communities. Dr Foster has presented various topics at the state, national and international level and has published articles in peer-reviewed journals, as well as authoring several book chapters.

Becoming an affirming institution for trans and gender-diverse clients

Tonya Hammer, Brendon Glon, Alfred F. Carlozzi

Session rationale

Trans and gender-diverse people face discrimination and systemic barriers to accessing a wide variety of healthcare options, including mental healthcare. In the United States, 75% of respondents to the National Transgender Discrimination Survey claimed that they had sought counseling services for issues related to their gender identity. However, 50% of respondents reported being required to teach their healthcare providers about gender-related issues, and a further 11% of respondents reported outright discrimination at mental health clinics. As mental health providers, our ethical guidelines call us to a higher level of action and understanding regarding issues related to gender diversity. As with other areas of social justice, we are called to advocate for our gender-diverse clients, practise from up-to-date and affirming modalities, and create spaces in our practices where all people can feel safe to experience therapeutic change. The presenters will incorporate current research from the United States, the United Kingdom, as well as the Republic of Ireland to emphasize the need for gender-affirming mental health practices. Further, the presenters will incorporate their experiences with creating a trans and gender-diverse affirming mental health clinic in a rural area of the United States particularly hostile to the LGBTQ+ community in general, and especially lacking many options for affirming care for trans and gender-diverse people.

The presenters will focus on what has worked with this population, areas for growth, and future directions for the clinic. The World Professional Association for Transgender Health (WPATH) has recommended standards of care which have been integral for the clinic's success and will be discussed. In addition, the presenters have recently installed a telephone-based helpline intended to provide additional training to student interns from mental health programs in the Tulsa area and to provide brief interventions and referrals to LGBTQ+ people across the state. Researchers have warned that LGBTQ+ people in rural areas are at particularly high risk of lacking any affirming healthcare resources, including mental healthcare. Incorporating technology into mental health provision may allow for specialized services to be accessible for hard-to-reach communities.

Session description

This session will provide research and resources to assist participants in creating and maintaining an affirming institution for trans and gender-diverse people. Presenters will also review and discuss WPATH's Standards and Practices for Mental Health Care with Trans and Gender-Diverse people. Finally, participants will be provided with resources which will assist them in developing an affirming professional identity and help them in identifying personal barriers to best serve this population.

Primary presenter biography

Tonya Hammer is an associate professor of counseling and counseling psychology at Oklahoma State University and is the program coordinator for the CACREP accredited master's program. Her professional interests include relational-cultural theory, LGBTQ+ issues, foster and adoptive care, and body image and eating disorders. Tonya is a past president of the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, a division of the American Counseling Association and is the director of the Body Image and Disordered Eating Lab at Oklahoma State University-Tulsa.

Directionality, synergy, and social change: linking therapy to social justice

Mick Cooper

Session rationale

This talk will present a new framework, based around the concepts of 'directionality' and 'synergy', that can link the work of counsellors and psychotherapists to progressive social action.

Session description

How can we develop an understanding of human distress that integrates both psychological and social factors? The aim of this talk is to present a framework for understanding distress and change that achieves this, and thereby helps us bring together the counselling and psychotherapy field

with social change work. The framework is based around the humanistic/existential principle that human beings are directional--agentive, active, subjective and that difficulties emerge when that directionality cannot be actualised.

Primary presenter biography

Mick Cooper is Professor of Counselling Psychology at the University of Roehampton, where he is Director of the Centre for Research in Social and Psychological Transformation (CREST). Mick is a chartered psychologist, a UKCP-registered psychotherapist, and a Fellow of the British Association for Counselling and Psychotherapy (BACP). Mick is author and editor of a range of texts on person-centred, existential, and relational approaches to therapy; including *Working at Relational Depth in Counselling and Psychotherapy* (2nd ed., Sage, 2018, with Dave Mearns), *Pluralistic Counselling and Psychotherapy* (Sage, 2011, with John McLeod), and *Existential Therapies* (2nd ed., Sage, 2017). Mick has led a series of research studies exploring the processes and outcomes of humanistic counselling with young people. Mick is the father of four children and lives in Brighton on the south coast of England.

Friday 11th, 3.45pm - 5.00pm

Bicultural individuals: a content analysis to inform counseling practice

Amanda Evans, Renee Staton, Michele Kielty

Session rationale

Due to a continued increase in cross-cultural interactions linked with advancing technology resources, increased international travel, and an overall increase in globalization - multicultural competency initiatives to inform counseling practice and social change are needed. One specific population that warrants closer attention for clinicians and researchers are individuals who identify as bicultural. Bicultural individuals may belong to two or more cultures and represent immigrants, refugees, sojourners (international students, expatriates), indigenous people, ethnic minorities, those in interethnic relationships, and mixed-ethnic individuals (Nguyen & Benet-Martinez, 2013, p. 122). In the United States approximately 13% of the population are foreign-born, in Canada and Australia approximately one fifth of the population are foreign born, and in Singapore approximately two fifths of the population are foreign born (United Nations Statistics Division, 2011). Bicultural individuals reside in many countries and communities throughout the world. Pressures from monocultural groups to identify a cultural identity can be challenging to bicultural people who may experience cognitive dissonance as a result of these categorizations. Thus, it is hypothesized that individuals who are bicultural may be subjected to marginalization and maladjustment due to their bicultural identity (Bilides, 1991; Nguyen & Benet-Martinez, 2007). Individuals who are bicultural may have experienced discrimination based on their cultural identity leading to negative health symptomology including behavioural and physical health disorders (e.g. depression, trauma, cardiovascular disease, etc.). Furthermore, bicultural individuals may be exposed to additional health disparities as a result of their identity with accessing qualified health professionals because of language, location, financial, and citizenship challenges. Due to the challenges and discrimination associated with biculturalism, identifying as bicultural can have long-term health effects and may lead to early mortality. It is imperative that counseling professionals and social justice advocates continue to examine the role of bicultural identity to better understand the unique and often polarizing pressure that bicultural individuals may experience. As bicultural individuals and families continue to increase due to globalization and increased international access, counselors will be exposed to complex multicultural problems in their practices (Braun Williams, 1999). The purpose of this presentation is to present the results from our content analysis to identify the suggestions for training and practice in serving bicultural people. Implications for educators, counselors, researchers and social justice advocates will be provided.

Session description

Due to discussions on immigration, economic issues, and health disparities, it is imperative that social justice advocates and counselors examine the experiences and challenges of bicultural individuals. This content analysis research intends to identify the implications and ideas for training and practice in serving bicultural and multicultural people. Best practices will be introduced to inform counseling practice and skill building.

Primary presenter biography

Dr Amanda Evans is an Assistant Professor at James Madison University. She holds a counseling license in Virginia and Alabama. Dr Evans is a Board Certified Telemental Health Provider, Approved Clinical Supervisor, and Nationally Certified Counselor. She has over 10 years of experience as a counselor educator. Dr Evans' research interests include race-based trauma, White ally development, and social/justice advocacy initiatives in counselor training.

Rethinking suicide prevention: a social justice approach for counselors

Jessica Tyler, Brandee Appling, Malti Tuttle, Heather Delgado, Alfredo Palacios

Session rationale

Suicide is a significant, complex, and diverse public and social health concern, being the top leading cause of death across multiple populations. Literature states there are many misconceptions about suicide, and with that, particular groups pose a higher risk to complete suicide because of repeated exposure to pain and suffering, and personality characteristics of impulsivity that are not understood by clinicians. Many systems are involved in creating systemic change - but this presentation will highlight how schools, agencies, and counseling advocates can play a pivotal role in a social justice approach to suicide prevention. This entails more than viewing suicidal behaviour through a clinical lens, but also a language shift about suicide (including safe messaging) and an emphasis on increasing protective versus reactive factors. Suicide is a social justice issue as progress in mental health and crisis stabilization is dependent on available resources and those who have access to that care (Spencer-Thomas, 2017). Due to stigma and lack of understanding, mental health is not prioritized like physical health, so some of the most vulnerable when suicidal may not be able to access sufficient care and support. Marginalized populations may not get adequate treatment for the real causes of their suicidality and may only be treated under the medical model if treated at all. With a social justice approach, we as counselors can increase individuals' feelings of opportunity, connectedness, and support and consider how society impacts the vulnerability of the disadvantaged (Spencer-Thomas, 2017).

This approach includes not only understanding and open discussion on environmental sources to suicide, access to means, and responsible reporting of completed suicides, but also strategies to increase client access to evidence-based treatments. A social justice approach works to ensure all suicidal individuals feel equal, valued, and respected.

Session description

Working with suicidal clients can be anxiety-provoking and stressful. With a framework to understand suicide desire and behaviour integrated with social justice strategies, clinicians across all counseling settings can feel increased competence to treat diverse high-risk clients. Standing in solidarity with marginalized populations in our place of professional power and privilege can influence decision-makers like educators, administrators, supervisors, and counselors in the front line.

Primary presenter biography

In addition to her doctorate in Counselor Education and Supervision, Dr Jessica Tyler has several years of clinical, teaching, and supervisory experience, and is a licensed counselor in Georgia and Alabama. She is an assistant clinical professor at Auburn University, the Coordinator of the Clinical Mental Health Counseling program, and is in private practice, primarily working with adults and trauma. Dr Tyler is passionate about using her experience and clinical skills to help individuals to find vitality, and students become master practitioners. Her expertise ranges from crisis counseling, use of CBT and EMDR in practice, working with veterans and their dependents, issues in supervision, and she also presents and provides training on the topics of social networking and its impact on psychological and social wellbeing.

Changing the system: developing counsellors' critical consciousness (CC)

Krista Malott, Shanee Barracough, Annabel Ahuriri

Session rationale

An orientation to social justice in counselling requires counsellors to be informed and prepared

to address the social, historical and structural inequities and injustices which constitute clients' experiences of oppression, both in, and beyond, the counselling encounter. In this presentation, we report on our research and teaching with a group of Master of Counselling students in a New Zealand University. This research explores how a critical pedagogy influences counselling students' critical consciousness, regarding systemic inequities and their impacts upon clients and counselling practice. This presentation will incorporate initial findings from the research, including a presentation of some of the teaching content the students engaged with. This critical pedagogy focuses on student counsellors developing an understanding of critical consciousness as encompassing both critical reflection and critical action in relation to systems of power, privilege and marginalisation. Drawing on the framework of intersectionality to inform a contemporary critical consciousness, students and educators examine their own, and clients', complex and intersectional identities and their connection to power (oppression/privilege) within structures/systems. An exploration of clients' experiences of both microaggressions in the counselling encounter, and macro-aggressions at a systemic level, with implications for counselling practice, follow. The topic relates to social justice in counseling in that it seeks to identify tactics in enhancing counsellor critical consciousness of socially just and effective counseling practices. This includes identifying systemic injustices and counsellor practices that can redress such injustices.

The trainers have received, and provided, ongoing trainings regarding social justice and counsellor practice, over their many years of counselling and counsellor education. The first presenter teaches multiple courses regarding multicultural counseling each year, and regularly researches and publishes articles on the topic of effective multicultural counsellor training practices. The second presenter explored counsellor identity development in her PhD with a consideration of intersectionality and how constructs and social locations such as gender, race, ethnicity, culture and power influence counsellor responsiveness in the counselling encounter. She has an underpinning feminist orientation to both her counselling practice and counsellor education.

Session description

How can counsellors adopt a more critically reflective practice, to increase the provision of socially just services? This presentation will describe the efforts of two counsellor educators from differing countries to prepare New Zealand counsellors-in-training for more critical and socially just work on both individual and systemic levels. They will share the experiences of student counsellors being exposed to a critical pedagogy for the first time, along with meaningful pedagogical techniques for use by others.

Primary presenter biography

The presenter is a former school and community counsellor whose specialties include racial and ethnic identity development, Whiteness, multicultural and international counseling and counsellor education, and bias reduction. As an associate professor of Counsellor Education in the United States, her research focuses on White anti-racist activist development and identifying creative and active strategies for reducing personal biases and systemic inequities. Her publications have appeared in various journals both within and outside the counselling profession.

Saturday 12th, 11.15am - 12.30pm

Post-disaster mental health: developing a sustainable infrastructure for support

Kerrie Fineran, Amy Nitza

Session rationale

After natural disasters strike, many professionals from various fields, including those in mental health, want to help. However, when the disaster occurs in a different cultural context from that of the helpers, it can often appear that those offering assistance are just swooping in to help for a few days or weeks, not taking the local culture into consideration, and may not be aware of how the help they offer is received or sustained. How should counselors help in the wake of a natural disaster? How can we advocate for the development of services that may be helpful to the local people in a way that is respectful and sustainable? This presentation will provide some suggestions related to these questions by sharing guiding principles for developing sustainable mental health

infrastructure in post-disaster situations. Examples of response structures for working with traumatized school-aged children and data from these interventions will be shared from projects in both Haiti and Puerto Rico following recent devastating hurricanes. In both of these contexts, we developed programs based on a train-the-trainer model, where local professionals and paraprofessionals were trained to provide trauma-informed support services to children, mostly using group modalities. Guiding principles included:

- Group-based interventions have the potential to provide healing experiences for children exposed to trauma
- Paraprofessionals (bachelor's degree holders, college students, teachers, emergency response workers) can be trained to facilitate groups
- A social justice orientation must be implemented: each component of the project should be locally or collaboratively developed
- Supervision is vital but may require alterations to traditional models to reflect the training level, culture, and trauma-informed lens
- Infrastructure that is developed is sustainable by the local community

Session description

In this session, participants will consider how counselors may be able to provide sustainable support in post-natural disaster contexts. Examples of response structures for working with traumatized school-aged children in both Haiti and Puerto Rico and recommended guiding principles for culturally competent disaster mental health work will be discussed. In both of these contexts, programs were developed based on a train-the-trainer model, mostly using group modalities.

Primary presenter biography

Kerrie R. Fineran, PhD, NCC, PSC, is an associate professor and the Director of Counselor Education at Purdue University Fort Wayne. She is a counselor educator who specializes in school counseling and mental health training, with specific interests in suicidology, addictions counseling, trauma counseling, and prevention and intervention using group modalities. Dr Fineran is a Nationally Certified Counselor and a Professional School Counselor. She has served on the boards of many professional organizations and is an active member of the American Counseling Association, the Association for Specialists in Group Work, the International Association of Addiction and Offender Counseling, the Association for Counselor Education and Supervision, the Indiana School Counselor Association, and Mental Health America. She is the author or co-author of numerous articles, book chapters, and is the co-editor of a handbook of group work activities.

Therapeutic involvement in oral history and memorial in the service of social justice

Maureen Slattery-Marsh, Saima Nasar, Gavin Schaffer

Session rationale

This presentation will consider the value of therapeutic involvement in the Birmingham Pub Bombings oral history and Misneach memorial projects and their role in promoting social justice, healing and reconciliation. On 21 November 1974, two bombs exploded in pubs in Birmingham city centre killing 21 people and injuring over 200, many of whom were of Irish descent. The bombings triggered widespread anti-Irish prejudice and violence, wrongful convictions and prolonged community tensions. The resultant disharmony within the city of Birmingham lasted for generations, while the voices of communities, not directly involved in the events of November 21 mostly remained silent. In particular, the large Irish diaspora in the city retreated from the public arena for decades, adopting an elective silence as a protective shield against the onslaught of collective blame projected locally and nationally upon them. The spores of malignant shame incubated and propagated into the next generation. In the presentation we will provide context and background to the oral history and Misneach memorial projects. Drawing from research into trauma narratives and trauma studies, we will offer some perspectives on the historical construction of trauma and how we make sense of traumatic events in space and time. Using testimony from the oral history interviews and witness seminars, we will explore how different layers of trauma have been transmitted socially, politically, spatially and inter-generationally. We will look at how therapeutic involvement in both projects from the outset informed and shaped their development at various stages. We will reflect on how this involvement served the poetics of narrativity - the narrative framing of how and when trauma memories are told, heard and negotiated - enhancing the potential to pull together a richer, more inclusive, community history

and the processing of aspects of traumatic memory in the service of community healing and social justice. Misneach = Gaelic word for courage.

Session description

Therapeutic involvement in oral history and memorial in the service of social justice, the importance of therapeutic involvement in the Birmingham Pub Bombings oral history and Memorial project. What role did counsellors play in the development of trauma-informed processes within these projects? The relevance of insights and learning gained and their application to other traumatised community contexts will be considered.

Primary presenter biography

Maureen Slattery-Marsh is a therapist, supervisor and lecturer based in Birmingham UK. Maureen works with icap - immigrant counselling and psychotherapy - a charity offering therapeutic support to immigrants, primarily from the Irish community living in Britain (www.icap.org.uk). She spent six years in Northern Ireland contributing to community reconciliation initiatives between 1986 and 1992. She moved to Edinburgh in 1992 and completed a master's in theology and development at New College, Edinburgh. She commenced training as a therapist in Edinburgh in 1995 initially specialising in addictions counselling. She moved to Birmingham in 2003, completing her MA in counselling in 2007. She lectured in counselling at Newman University Birmingham from 2008 to 2013. She is currently chair of BACP's Spirituality division engaging in research on psychotherapy, spirituality and social justice. Since 2015 she has been involved in the Birmingham Pub Bombings oral history project initiated by the University of Birmingham and a key member of the Misneach Memorial Committee in the promotion of social justice, healing and reconciliation in the city.

How to speak up for victims of human trafficking

Claire Openshaw

Session rationale

Social justice refers to the concept of fair and just relations between an individual and society. Victims of human trafficking are robbed of this opportunity to live a life of liberty, which is a basic human right outlined in the Universal Declaration of Human Rights. A core value of the American Counseling Association Code of Ethics (2014) is that counselors must support the worth and dignity of all members of society.

However, victims of trafficking remain largely unnoticed by the counseling profession mainly due to non-disclosure by the victim, and counselors' lack of knowledge and awareness about human trafficking (Gorman, 2001). Zimmerman, Watts, Adams, and Nelson's (2003) two-year study of multi-country trafficking to the European Union found the need for training and education programs to be implemented for various healthcare providers, including counselors. However, the counseling field provides no formal education or training on servicing trafficked persons (Stotts & Ramey, 2009). In order to develop awareness and skills to treat this underserved population, counselors and scholars must receive education and training (Yakushko, 2009). Despite a wide number of reports calling for an increase in awareness of this national and worldwide crisis, there has been very little research aimed at educating service providers on identifying trafficking victims. A study conducted in a variety of hospitals in the United Kingdom highlighted this lack of awareness. Ross et al. (2015) found that 13 percent of the healthcare professionals knew or suspected patients to be trafficking victims. However, 86.8% of the participants reported that they did not know what questions to ask in order to identify a potential victim; 78.3% reported having insufficient training to be able to assist an identified victim, and 71% reported that they did not have the confidence to make appropriate referrals for those identified victims. This presentation aims to educate counselors about human trafficking in the hopes that they can speak up for those victims whose voices cannot be heard.

Session description

Due to the significant rise in human trafficking worldwide, there is a high likelihood that counselors will interact with victims of trafficking. However, many victims do not identify themselves as such, primarily due to the psychological coercion from their traffickers. Due to this non-disclosure and a general lack of awareness from counselors, many victims continue to go unrecognized. This is unfortunate, as counselors are in a unique position to advocate for victims and assist them in establishing much-needed safety.

Primary presenter biography

Claire is a Licensed Professional Counselor currently undergoing her PhD in Counselor Education and Supervision at The Chicago School of Professional Psychology. She has worked with individuals in outpatient, intensive outpatient, and inpatient settings, conducting individual and group therapy, as well as case management services. Claire has worked with individuals with a wide range of psychiatric disorders from various cultural backgrounds. She is currently engaging in outpatient work with children, adults, and families at Sankofa Psychological Services. Additionally, Claire is a fellow at the Naomi Ruth Cohen Institute for Mental Health Education. Her clinical interests include gender, trauma, and human rights issues. Claire adopts an integrative Client-Centered, Adlerian, Relational-Cultural Therapy approach. She is currently a member of the American Counseling Association Human Rights Committee. Claire has also worked in many community service programs with at-risk youth, the elderly, HIV orphans, and survivors of sexual assault.

Saturday 12th, 2.00pm - 3.15pm

Where supervisor sees supervisee: culturally responsive social justice supervision

Christa Welsh

Session rationale

Culturally responsive social justice supervision is essential if the field is to graduate socially just counsellors and therapists. This session will train supervisors in providing socially just supervision for trainees. I have taught supervision for over 10 years and provided supervision for 27 years. This session will be informed by using insights gained from Culturally Responsive Pedagogy (Gay, 2018; Ginsberg & Wlodkowski, 2009), Critical Race Theory (Delgado & Stefanic, 2012), Liberation Psychology (Martín-Baró, 1994; Watkins & Shulman, 2008), Emancipatory Communitarianism (Prilleltensky, 1997), Transformative Leadership (Sheilds, 2013), and Counselor Supervision (Bernard & Goodyear, 2014).

Session description

As the world demographics change, supervisors must provide social justice in the training process for counselors. Socially just supervision is grounded in culturally responsive practices, awareness of identity development models, emancipation, critical race awareness, and liberation psychology. In this session, we will apply these concepts to the process of supervision and then examine a case study in which you will practise giving voice to your supervisees.

Primary presenter biography

Christa Welsh is a BACP psychotherapist in private practice for over 20 years specialising in gender, attachment and trauma. Christa is currently a doctoral researcher into transgenerational trauma at the Metanoia Institute. Christa has previously presented auto-ethnographical work at the Separation and Reunion Forum, Middlesex University, Memory Association's Inaugural conference in Copenhagen and at The British Conference of Autoethnography in 2018. As a radical educationalist, Christa sees herself as playing a critical role in the construction of 'new' meaning and perception to liberate both the oppressed and the oppressors from what Friere defines as 'the conspiracy of silence'.

CBT and African American internalized racism: multicultural and advocacy implication

Jane Steele

Session rationale

Scholars with a social justice perspective argue that traditional approaches to counseling do not adequately address the needs of marginalized populations (Ratts & Pedersen, 2014). In spite of growing research documenting the deleterious effects of oppression on marginalized groups, there

are few resources within the counseling literature to assist clinicians with countering oppression's psychological effects (Hanna & Cardona, 2013). For counselors who work with African American clients, this is problematic as African Americans experience higher levels of daily distress due to racial oppression that not only includes racism, but also racial microaggressions and internalized racism as well. The existing body of research clearly demonstrates an association between racism and racial microaggressions, and poor mental health among African Americans; however, recent research suggests internalized racism may have a mediating effect on psychological distress caused by racist events. Graham et al. (2016) found that when internalized racism is accounted for, racist experiences over the past year are no longer a statistically significant predictor of anxious arousal and stress, illustrating the importance of addressing internalized racism as a focus of treatment for African American clients. David (2014) conceptualized internalized racism as "a set of self-defeating cognitions, attitudes, and behaviors that are developed as one consistently experiences an oppressive environment" (p. 14?). Given the largely cognitive nature of internalized racism, CBT offers constructs that make this form of therapy well suited for the exploration of internalized racism among African Americans. Some of these tenets include an emphasis on personal empowerment, attention to client strengths and support systems, and affirmation of one's own sense of identity. Moreover, prior research demonstrates the efficacy of CBT with various clinical disorders among African Americans (Huey & Polo, 2008; Wilson & Cottone, 2013). This presentation describes a cognitive-behavioral approach to countering the negative mental health effects of internalized racism among African Americans. First, the history of racial oppression among African Americans is briefly explored. Next, internalized racism is defined and a framework for understanding internalized racism among this population using CBT principles and concepts is presented. This model is then applied to a case study wherein CBT case conceptualization and treatment planning are illustrated, followed by a discussion of the generalizability of the approach to other countries and marginalized populations. The presentation concludes with a discussion of implications for clinical practice as it relates to counseling for social justice on micro to macro levels, using the ACA Advocacy Competencies as an organizing framework (Toporek, Lewis, & Ratts, 2010).

Session description

There are few resources to assist clinicians with countering the negative mental health effects of oppression. This session presents a CBT approach to the exploration of internalized racial oppression among African Americans. Case conceptualization and treatment planning using CBT will be illustrated through case study, with discussion of generalizability to other countries and marginalized populations. Implications for social justice with the Advocacy Competencies as an organizing framework are highlighted.

Primary presenter biography

Janeé Steele is a licensed professional counselor residing in Kalamazoo, Michigan. She received her PhD in counselor education from Western Michigan University and an MEd in educational psychology from Southern Illinois University, where she also received bachelor's degrees in psychology and elementary education. Dr Steele has published conceptual and research-based articles in Counselor Education and Supervision, the International Journal for the Advancement of Counselling, and the Handbook of Counselor Preparation. She teaches in Walden's Clinical Mental Health Counseling program and also works in private practice, specializing in the treatment of adults and children with depression and anxiety.

Re-visioning experience: child-shifting and reunification

Colette Dollarhide

Session rationale

The aim of this DPsych doctoral research is to hear the voices of British African Caribbean women's experiences of 'child-shifting, reunification' as it relates to Transgenerational Trauma discourse, not from the common sense understanding of the 'other' but validated as a subject in their own right in order to redress the imbalance between the researcher and the researched. British African Caribbean women are under-researched in the UK and in the psychotherapeutic profession. They are also part of a community that is over-represented as the problem 'other' in society. This autoethnographic presentation explores the essence of the embodied, felt and lived experience of child-shifting and reunification and offers psychological insights into the transgenerational trauma of separation and reunification. The absence of African Caribbean women from research also means that their voices are silenced in Mental Health discourse. Studies found that British African Caribbean women were not referred to talking therapy despite their requests. Access demanded

persistence or a crisis to warrant referral. As a 'member researcher' I believe that by illuminating my knowledge making processes and the cultural relationship between myself and society a more refined theoretical perspective of the psychological and social processes of 'Child- Shifting' of an African Caribbean woman will be witnessed by therapists and this may lead to a deeper societal understanding and empathy of a recurring feature of transgenerational trauma and promote more appropriate culturally sensitive psychotherapeutic practices.

Session description

Re-visioning experience: child-shifting and reunification. Using evocative autoethnography, this workshop presentation focuses retrospectively on selective epiphanies of home and social life in Grenada and the subsequent trauma of reunification (aged nine) with her parents and siblings in Britain. You will be welcome to reflect on both the presentation and the clinical implications for working with African Caribbean clients and other families who are experiencing the displacement of migration.

Primary presenter biography

Dr Colette Dollarhide is a professor in Counselor Education at The Ohio State University and has been a counselor educator for 23 years. Her main teaching and research focus has been leadership, supervision, school counseling, pedagogy, professional identity, and social justice, and she is a qualitative researcher. She has co-edited and co-authored several books and published 40 peer-reviewed journal articles. She has made over 100 national, regional, and state presentations. Dr Dollarhide has served as the President of the AHC, President of the OACES, co-founder and President of OCSJ, and Research Committee Chair for CJS. She has served as an editor of a national journal, co-editor of several special issues, and has served on the editorial boards of the three flagship journals in counseling.

She has won two prestigious national awards in research, and two awards in teaching, at the regional level and state level. In addition, Colette is a Nationally Certified Counselor, currently holds her LPC with supervisor endorsement in Ohio, and is a nationally Approved Clinical Supervisor.

