



# Announcing a Special Issue of the JOURNAL OF multicultural Counseling and development

## CALL FOR PAPERS

### Addressing the Black Male Experience Through Solutions in Multiple Contexts: Clinical, Community, and School Settings

#### Guest Editors

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### Submissions Due: December 2, 2022

The *Journal of Multicultural Counseling and Development (JMCD)* is the peer-reviewed, flagship journal of the Association for Multicultural Counseling and Development, a division of the American Counseling Association. The purpose of the journal is to publish rigorous scholarly work focusing on multicultural and ethnic minority interests in all areas of counseling and human development. In conjunction with the *JMCD* editorial review board, the guest editors issue a call for manuscripts emphasizing solutions within the Black male experience.

Historically, Black males face unique forms of discrimination, where they are both praised and vilified because of their race and gender (Wright et al., 2022). Black males receive reverence on the appearance of being strong, yet also encounter condemnation due to this very same trait (Outland, 2022). Moreover, there appears to be a renewed nationwide emphasis on restricting discourse on systemic and historical racism (Sharma, 2022). Although some may perceive limiting racial discourse as effective, the reality is that discrimination continues to persist and to cause suffering (Outland, 2022). In the helping fields, even with cultural competencies (Ratts et al., 2016; Sue et al., 1992), many professionals still misdiagnose and incorrectly label and identify behavioral issues occurring in community and classroom settings. This problem simultaneously occurs with an unfortunate downplaying of other relevant factors (such as discrimination and racism) that impact Black males. Thus, the fundamental problem that arises is the following: How can counselors acknowledge Black males' mental, physical, emotional, spiritual, and academic promise in relation to other issues addressed? As stated by Myers et al. (2018), for true progression to occur, there needs to be a move from archaic ways of thinking. For instance, Myers and colleagues stress the importance of methods that are "fresh for contemporary times" (p. 752).

It is in this maverick spirit that the guest editors are soliciting full-length manuscripts that discuss these issues as well as providing solutions to improve the mental, physical, and spiritual health, academic prowess, and career outcomes of Black males in various settings such as clinical, community, and school settings. Example topics include:

- Addressing the gaps in gifted and talented education for Black males
- Assisting Black males through school, family, and community partnerships
- The need for educational systems to address learning disorders of Black boys through a culturally responsive lens
- Social determinants of health among Black males (including biases in scientific research that support a deficit approach)
- Treatment and diagnosis of Black males
- Counselors viewing Black males as at-promise rather than through a deficit lens
- Strategies and best practices for researchers on how to avoid scientific racism and instead focus on strength-based attributes

Authors should follow the *JMCD* [Author Guidelines](#) and submit their manuscript through the *JMCD* [ScholarOne submission portal](#). **Authors should note that their submission is for this special issue.** Each manuscript will go through a blind review process. Below is the timeline to publication:

December 2, 2022	Full-length manuscripts due
February 3, 2022	Feedback given and manuscript status to authors by blind reviewers and guest editors
March 3, 2023	Second draft due with feedback to guest editors
April 7, 2023	Final submission to guest editors and approval from <i>JMCD</i> editor/associate editor
June 16, 2023	Articles published in an advance online format

For additional information or questions, please contact the special issue editors.

## References

- Myers, L. J., Anderson, M., Lodge, T., Speight, S., & Queener, J. E. (2018). Optimal theory's contributions to understanding and surmounting global challenges to humanity. *Journal of Black Psychology, 44*(8), 747–771. <https://doi.org/10.1177/0095798418813240>
- Outland, R. (2022). Schools as jails: Urban African American adolescent males' (UAAM) experiences and perceptions of violence in low-income public schools. *Journal of Multicultural Counseling and Development, 50*(2), 82–93. <https://doi.org/10.1002/jmcd.12248>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28–48. <https://doi.org/10.1002/jmcd.12035>
- Sharma, M. (2022). Endemic racism in Trump's America: A racialized female faculty member's experience. *Studying Teacher Education, 18*(1), 5–22. <https://doi.org/10.1080/17425964.2022.2057464>
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling and Development, 20*(2), 64–88. <https://doi.org/10.1002/j.2161-1912.1992.tb00563.x>
- Wright, D., Tovar-Murray, D., Noel, T., Jr., & Chennault, R. (2022). A phenomenological analysis of invisibility syndrome in formerly incarcerated Black men. *Journal of Multicultural Counseling and Development, 50*(2), 46–58. <https://doi.org/10.1002/jmcd.12233>