

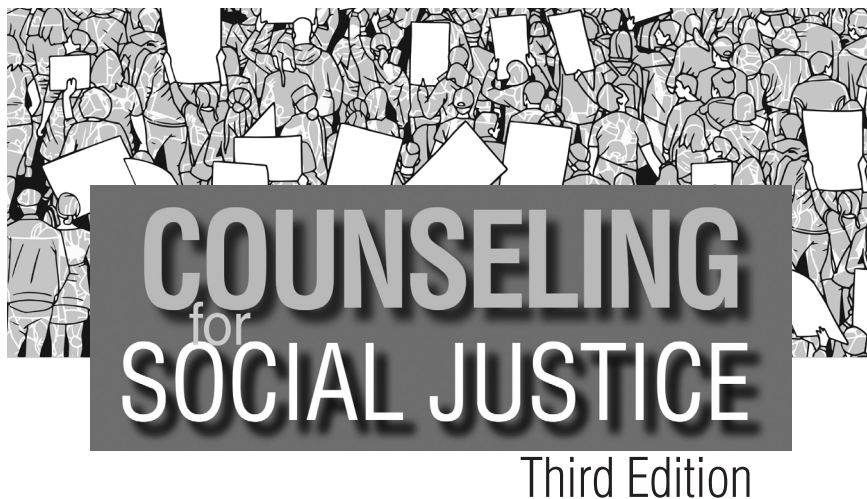
edited by **Courtland C. Lee**

COUNSELING for SOCIAL JUSTICE

Third Edition



6101 Stevenson Avenue, Suite 600 | Alexandria, VA 22304
www.counseling.org



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

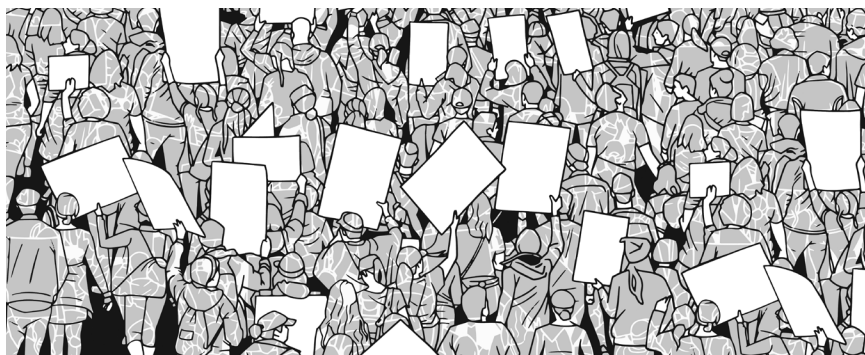


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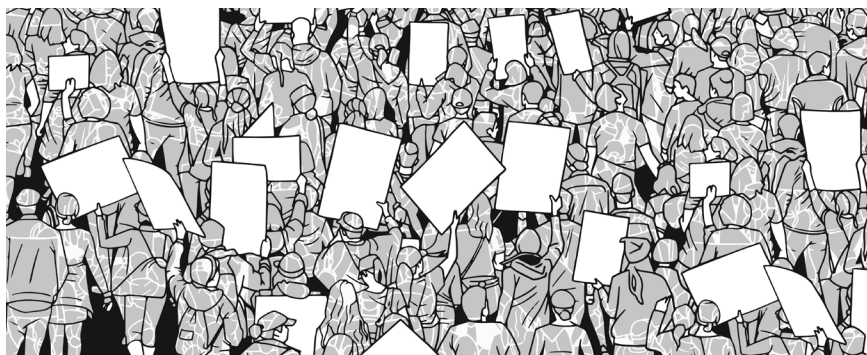
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Preface

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

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

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

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

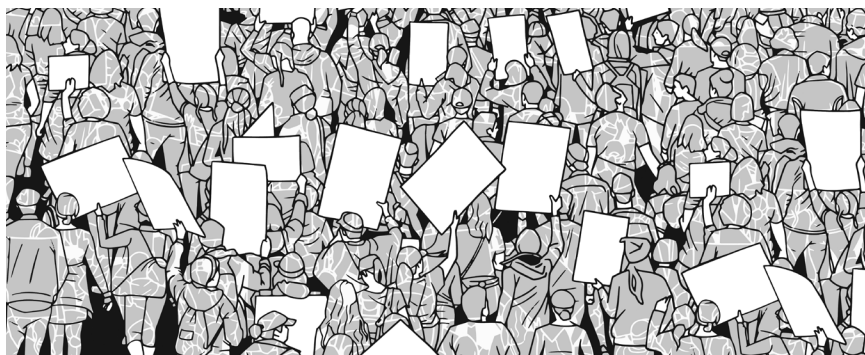
justice. They explore the concept of counseling as a process that focuses not only on intervention in the lives of clients but also on action both with and for clients in the social arena.

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

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

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

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



About the Editor

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

