



# CSJ Activist

Newsletter of Counselors for Social Justice,  
a Division of the American Counseling Association

Vol. 4, No.1

August, 2003

## Career Counseling and Social Justice

Leslie W. O’Ryan, Ph.D., Western Illinois University

larger good. However, it is not enough to assist our clients through individual empowerment. A part of what our heritage as counselors asks us to do is to not only provide good vocational fit for our clients, but to also work to remove barriers. According to Lee (1998) career counseling should focus on reducing social problems such as poverty, unequal access to opportunity, and various forms of prejudice, which adversely affect clients. I also tell my students that the profession of counseling requires us to do more than sit in an office and provide direct counseling services. It requires us to move out of our offices into the political arena and act as agents of change for our clients. Kiselica (1999) believed that “individual counseling services should be complemented by indirect forms of helping that involve influencing the people and institutions that affect clients’ lives”.

*Continued on page 3*



**Above:** Stuart Chen-Hayes, Michael Hutchins & Jamey Cheek

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In a recent article written by Paul Hartung and David Blustein in *Counseling Today* (Winter, 2002), the authors quoted Henry Borrow (1964) who said, “it is the mark of a mature profession to know its heritage.” The profession of counseling knows its heritage of social justice. Having been a counselor for over 20 years it seems to me there is no better way to carry out our heritage than through career counseling, as Frank Parsons did at the turn of the century. What Frank Parsons knew was, that through helping individuals find a viable career we help empower them. As a counselor I have seen first hand how a person’s life is shaped by economic and institutional barriers. I have observed how an individual’s life is enhanced by a choice of a fulfilling or meaningful career or diminished by a choice of “wrong” career. Now, as a college professor students ask me why they have to take career counseling as a course, when in fact they do not plan on becoming career counselors. I tell my students that career is an integral part of our lives. One’s career is not a separate issue from the other aspects of what makes each of us who we

are. When individuals are prevented from engaging in a career because of prejudice and discrimination, they do not fare well in our society. This in turn creates a society that becomes discouraged and eventually disintegrates. Career counseling is more than providing a good “vocational fit” for clients. It helps clients to know themselves. As clients are helped to understand how to clarify values and organize their lives, they are more able to determine what role they hope to play in society. When I worked a college counselor and asked college students what they hoped to gain from employment, a common response was, “to make money.” When I asked them what they needed money for, they examined their values and priorities in life and thought about how those values played out in our society. Career is one way, as counselors that we help our clients to realize their relationship to society. It is one way that clients contemplate meaning in their lives and come to understand how that meaning contributes to a

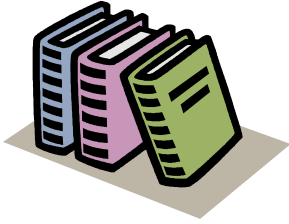
### Announcing:

## CSJ Mentoring Program

CSJ is building toward the future of social action by creating a Mentoring Program. This program will pair current CSJ members and professionals with upcoming counselors in training. Both mentors and mentees will have to the opportunity to join together in addressing social issues. For mentors, this will include assisting your mentee with CSJ membership dues as well as professional guidance throughout the year. For mentees, participation in the program would allow you to become an active participant in the mission of CSJ while working with some of the professionals who have been bringing social justice issues to the forefront. Plans are being discussed to create a forum at the ACA Conference for all participants in the Mentorship Program to meet, work, and enjoy the professional collegial relationships that will move CSJ forward!

For more information, contact Jamey Cheek at [jameycheek@hotmail.com](mailto:jameycheek@hotmail.com)

# A Crisis of Communication



The availability of scholarly documents faces a crisis that affects access to knowledge for scholars, counselors, and their clients.

For the last thirty years libraries have been trying to solve a scholarly communication crisis. As publishers consolidate and prices rise, libraries are confronted with difficult choices. Often libraries must choose to drop some serials and journals in favor of others, which ultimately limits patron access. Sometimes this choice in-

**"In the past few years librarians have come to the conclusion that the real power for change rests with the faculty, researchers, and public who use and create scholarly publications"**

volves paper versus digital products, but then questions of copyright and fair use come into play. Scholars and professionals should become aware of the issues involved and consider working with librarians in helping to resolve this crisis. Without a resolution information will become increasingly inaccessible and thereby stunt

progress in many areas of research.

Many scholars may already be aware of the pricing aspect to the scholarly communication crisis. As publishers merge, pricing for professional journals has skyrocketed, particularly in the science-technical-medical area. Prices rose as much as 130% in some fields between 1982 and 1990.<sup>1</sup> Recently, however, rapid price increases have been seen in journals related to other fields. Big business has entered academic publishing, and the resultant stifling of competition is felt in all areas of library acquisitions.<sup>2</sup>

Tied to the rapid mergers is the rapid push for digitalization. While early on many librarians saw this as a way out of the journals crisis, recent developments in the push by publishers for exceptions from copyright laws and fair use for their digital products leave librarians with new, difficult choices. Unrestricted database access is a thing of the past. Libraries are forced to adopt a fee-for-service approach to databases.<sup>3</sup> Peter Suber writing for *College and Research Libraries News* describes the permission crisis facing academic libraries. While libraries may choose to purchase electronic journals, they find themselves severely limited in the use of the journals due to severely limiting licensing agreements. In effect, libraries get much less per dollar spent. Suber points out that this crisis affects not only the libraries and their patrons, but also all those who benefit from scholarly research.<sup>4</sup>

The paper versus digital issue leads to the inevitable discussion of aggregator databases, like OCLC First Search or EBSCO/Host. Although these

aggregator databases make research easier, other, more subtle problems arise. A disturbing new trend among these database providers is to form lucrative "partnerships" with specific journals that create exclusive rights to full-text access.<sup>5</sup>

Librarians have been trying to solve these issues for many years with very limited success. In the past few years librarians have come to the conclusion that the real power for change rests with the faculty, researchers, and public who use and create scholarly publications.<sup>6</sup> Collaboration between librarians and their patrons is essential if the scholarly communication crisis is going to be solved. Grass roots efforts by libraries are continuing. Various professional library groups are working to approach publishers as well in an effort to encourage fair business practices. As efforts to enlist the help of patrons continue, hopefully significant progress can be made toward resolution of the scholarly communication crisis making research fully accessible to the public and keeping discovery moving forward.

*A. Nicole Sump-Crethar*  
*Library Assistant*  
*Sidley Austin Brown & Wood LLP*

<sup>1</sup>Richard E. Quandt, "Scholarly Materials: Paper or Digital," *Library Trends* 51, no. 3 (Winter 2003): 350.

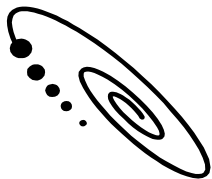
<sup>2</sup>Marguerite Most, "Electronic Journals in the Academic Law Library—Law Reviews and Beyond," *Legal Reference Services Quarterly* 21, no. 4 (2002): 198-99.

<sup>3</sup>Murray S. Martin, *Collection Development and Finance: A Guide to Strategic Library-Materials Budgeting* (Chicago: American Library Association, 1995), 51-52.

<sup>4</sup>Peter Suber, "Removing Barriers to Research: An Introduction to Open Access for Librarians," *College & Research Libraries News* 64: 2, February 2003 [journal on-line]; available from [http://www.ala.org/Content/NavigationMenu/ACRL/Publications/College\\_and\\_Research\\_Libraries\\_News/](http://www.ala.org/Content/NavigationMenu/ACRL/Publications/College_and_Research_Libraries_News/); Internet; accessed 17 June 2003.

<sup>5</sup>Steven J. Bell, "The New Digital Divide: Dissecting Aggregator Exclusivity Deals," *D-Lib Magazine* 7: 7/8, July/August 2001 [magazine on-line]; available from <http://www.dlib.org/dlib/July01/bell/07bell.html>; Internet; accessed 21 July 2003.

<sup>6</sup>Ray English, Chair, *Report of the ACRL Scholarly Communications Task Force* [report on-line] (Chicago: Association of College and Research Libraries, 2002, accessed 21 July 2003) available from <http://www.ala.org/acrl>; Internet.



**"If we value the pursuit of knowledge, we must be free to follow wherever that search may lead us. The free mind is not a barking dog, to be tethered on a ten-foot chain"**

**-Adlai E. Stevenson Jr.**

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## School Counselors Working to Promote Cultural Awareness

While working with school counselors-in-training, prevalent issues emerged, including working with friendship concerns, bullying, citizenship, identity development and developmental differences, among others. Recognizing and appreciating diversity within the school became evident as a common theme related to many of the challenges that confront students' academic, career, and personal success. Awareness of one's own and others' cultural identities is central to the healthy development of students both in graduate work and in K-12 settings. As school counselors raise their awareness and competence related to social justice, the students they serve are afforded a valuable opportunity to experience growth. School counselors are in a unique position to serve as a facilitator and advocate, promoting social justice in our schools. There are several ways in which they may bolster awareness of cultural and social issues in the schools.

Although not conclusive, the following list identifies opportunities to encourage awareness for themselves and in their schools:

- Seek out practicum and internship experiences that include working with diverse students.
- Help to create a school environment that demonstrates an appreciation of diversity. Seek out posters, books, games, puppets and other materials that represent a multicultural perspective.
- Recognize holidays and history-appreciation months, specific to various diverse groups (i.e. African-American History Month). Alert staff, teachers, and administration to upcoming events.
- Encourage faculty and administration to choose texts

with inclusive perspectives.

- Become familiar with limitations of some psychological measures and their applicability to English-language learners and culturally diverse students.
- Attend conferences, continuing education, and courses that encourage cultural competency.
- Empower students to start organizations or clubs that integrate issues of social justice into their extracurricular activities. For example, a school counselor could be the academic chair to a "students addressing world issues group." Activities could include letter-writing campaigns, Earth Day activities, etc.

It is well for school counselors to model cultural competence and to promote appreciation of different beliefs, attitudes, and styles. Tolerance is insufficient to truly honor the diversity within our communities, schools and student bodies. By examining our own knowledge and biases related to differences, we create change in ourselves, in the places we work, and with those whom we interact.

**"School Counselors are in a unique position to serve as a facilitator and advocate."**



*Cher N. Igelman, Ph.D. & Christie Eppler, Ph.D.  
Assistant Professors, School Counseling and Psychology  
Seattle Pacific University*

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## Career Counseling and Social Justice, *continued.*

Career counseling provides clients an opportunity to rise above oppressive situations by helping individuals to gain access to power, knowledge, and resources. This is perhaps the hallmark of the career counseling process. The first level involves facilitating a process where individuals gain knowledge about themselves, and the world of work. Individuals are empowered when they more fully understand their own unique abilities and talents. The next level involves educating clients about barriers and economic situations that prevent them from equal access for opportunities for life's choices. The final level involves counselors acting as agents of change through addressing and challenging social, political and economic institutions that create bar-

riers though discrimination and inequality. As Joan Chittister said, "work is to make me more human and my world more just." In thinking about the above quote, it seems to me that it provides two levels of consideration for counselor and client. As counselors, we represent our profession best by working towards the goal where clients are engaged in a meaningful vocation and contribute to the betterment of society.

*Chittister, J. (1991). Wisdom distilled from the daily: Living the Rule of St. Benedict today. Harper: San Francisco.*

*Borow, H. (1964). Milestones: A chronology of notable events in the history of vocational guidance. In H. Borow (Ed.), Man in a world at work (pp. 45-- 64). Boston: Houghton-Mifflin.*

*Hartung, Paul J; Blustein, David L (Winter, 2002). Reason, intuition and social justice: Elaborating on Parson's career decision making model. Journal of Counseling & Development. 41-47.*

*Kiselica, M.S. (1999). Confronting my own ethnocentrism and racism: A process of confronting my own pain and growth. Journal of Counseling and Development, 77, 14-17.*

*Lee, C. (1998). Professional counseling in a global context: Collaboration for International Social Action. In C. Lee & G. Walz (Eds.), Social action: A Mandate for Counselors (350). American Counseling Association: Greensboro, NC.*

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# Counselor Education and the Approach to Social Justice

Working for Counselors for Social Justice (CSJ), one of the newest divisions of ACA, is an absolute joy! How wonderful it is to be among a group of counseling professionals committed to bringing the impact of inequitable and oppressive environmental conditions

**“As a counselor educator, it is very important to prepare the next generation of counselors to appropriately face the various circumstances that can confound the human condition. ”**

that can impact the adaptive development of all people. One of the areas that CSJ is committed to is the area of providing professional development to promote competence and specific skill sets to counselors to become aware and to act as an advocate concerning the impact of social and political inequities. It is this area that has the focus of my inaugural commentary.

In the preamble for The Association for Counselor Education and Supervision it states, “The Association for Counselor Education and Supervision is composed of people engaged in the professional preparation of counselors . . .” (see [acesonline.net/ethicalguidelines.htm](http://acesonline.net/ethicalguidelines.htm)). As a counselor educator, it is very important to prepare the next generation of counselors to appropriately face the various circumstances that can confound the human condition. Counselor education training recognizes the need for cultural diversity, the need to study human growth and development across the lifespan, and other forces that impede one’s growth. When confronting the issues of social inequities, oppression, and racial prejudice on the overall capacity of individuals to develop appropriately, Counselor Educators may need to change the pedagogy of current counseling training to include an inside out approach to developing counselor trainees.

While there is a plethora of information concerning how to treat people experiencing racial and social inequities, as a counselor educator I have discov-

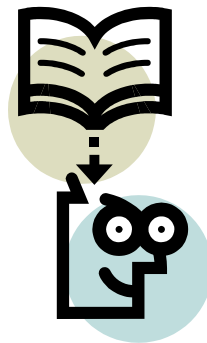
ered that greater emphasis may need to be placed on the *Response Sets* (RSP-ST’s) of ourselves and our students when they encounter distressing information concerning inequality and oppression.

When attempting to build awareness in counseling students concerning the impact of oppressive practices in government, schools, agencies, and higher education the greatest degree of resistance is in the personal thoughts, attitudes, feelings and beliefs of the individual counselor trainee. Students can quickly state, in most cases, what they have been taught they should do when encountering cultural and racial differences. Upon further scrutiny, via reflection papers and purposeful “Gestalt” style frustration of the student, it appears that many students have personal feelings toward the subject of racial inequality and oppression. This is important.

Student’s often struggle with accepting the “view” of others when it is foreign to their understanding. This results in unprocessed feelings towards the variety of circumstances that impact the appropriate development of individuals involved in the reality of their existence as well as decreasing the ability of the counselor to develop appropriate intervention strategies to foster the necessary coping skills for persons living in a reality different from the counselors sense of reality.

To promote professional development in order for counselors to advocate for their clients along the lines of social justice, counselors and counselors-to-be need to be fully engaged in the process of discovering their internal response sets regarding the nature of social injustice and oppression and its impact on the human condition.

*Cyrus Marcellus Ellis, Ph.D.  
Counselor Educator  
Governors State University*



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***“Our profession must continue to change its response  
to people who are oppressed”***

***-Mary Smith Arnold***

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# Social Justice in Graduate Training Programs: What's a Counselor To Do?

In August of 2001 when I started my doctoral program in Counseling Psychology, my advisor invited me to work with her on this fairly new "affiliation" of ACA called Counselors for Social Justice. Having just come out of my bachelor's program, the opportunity sounded really cool to say the least. I went home after my first meeting with my advisor, excited with the notion that my future work with clients could be more than just the fifty-minute session. I liked the idea that I would be able to go far and beyond my role as a counselor in order to truly help my clients. I was going to be the best rootin'-tootin' counselor that I could be! And considering that I was raised in New Jersey, one would be pretty hard pressed to find anyone who actually uses the term "rootin'-tootin'" in a sentence.

My first year in my program was filled with courses that taught me all the supposed ins and outs of counseling; theory, assessment, research, and ethics. After my second semester, I felt that I had gained a lot of important information on what counseling theory and practice were about, but it all

seemed so text-bookie. I anxiously awaited my second year when I would begin at my first practicum site so that I could try out some of these newly learned skills and forms of knowledge.

I truly believed that every last bit of moisture had been sucked out of my mouth when I sat across from my first client. I regained consciousness after about 5 minutes into

the session and recognized that the middle-aged man sitting across from me wasn't at all mute, but that my heart had been pounding too loud for me to hear him. The painful awkward-

ness of that first session subsided and I truly began listening to what this person needed. As issues about dissatisfaction with his present career came into the room, it was hard not to notice that his concerns were chock full of questions about his ethnicity, race, and age, prejudice, societal expectations, and his gender role all within the workplace. I recognized at that moment that listening and reflecting were only going to go so far. I wanted to help this man take some action, but how? What could I possibly do as some rinky dink graduate student?

It's been about a year since I met with my first client. Through trial and error, and asking my supervisors lots of questions, I have begun to figure out how include the social justice piece into my counselor identity and practice. But the truth is if my advisor never introduced the concept of social justice and taught me about its importance, it probably would have remained out of my repertoire. It is not uncommon for some graduate programs to leave this element of social justice to a minimum, if not leave it out completely. Maybe out of our necessity to maintain distinction between the fields, social justice was relegated to the field of social work. Do you think Freud would have approved of it?

The face of psychology has changed a great deal in the past century, and the role of the counselor needs to continue to change with it. As we challenge old theories, create new norms for assessment tools, and trudge our way through "mangled care," graduate programs have greater responsibility to mirror these needs and changes in the field. More specifically, students like me want to know the different forms that social justice takes on, how to conceptualize social justice within the theories and interventions that we are learning about in our courses, and what are some of the possible ethical pitfalls to be wary of when implementing social justice into practice. Basically, what is this social justice stuff all about?

*Kristin M. Talka*

*Graduate Student, University at Albany*



**"It is not uncommon for some graduate programs to leave this element of social justice to a minimum, if not leave it out completely."**

## CSJ 'Ohana Honor Awards:

The CSJ 'Ohana Honors awards were created by Drs. Michael D'Andrea and Judy Daniels, Counselor Education faculty at the University of Hawai'i-Manoa, in 1994. They are given annually by CSJ at the American Counseling Association conference in the Spring each year to honor individuals in counseling who affirm diversity and advocate for social justice in the spirit of nine elements of the indigenous Hawai'ian concept of 'ohana or extended family:



**Malama: Caring**

**Ha'aha'a: Humility**

**Na'auuo: Intelligence**

**Lokomaika'i: Generosity**

**Kupono: Integrity, Honesty**

**Aloha: Unconditional Love**

**Mana: Spiritual Power**

**'Olu'olu: Courtesy**

**Koa: Courage**

Please consider nominating deserving individuals for this award. Downloadable nomination forms may be found at: <http://www.counselorsforsocialjustice.org/OhanaNominationForm.rtf>

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# Message from the President

In CSJ, we are over 550 professional counselors, counselor educators, and graduate students in the USA and around the world who are focused on systemic change promoting critical thinking, equity, and social justice action to benefit all students/clients, counselors, counselor educators, and our schools and communities. Please feel free to browse our page and links. We look forward to your participation, ideas, and organizing with us.

This year we have goals based on these four themes:

- Implementing the ACA Advocacy Competencies & Infusing Social Justice Advocacy in Counselor Education Programs
- Transforming School Counseling via Closing Achievement and Opportunity Gaps
- Challenging Managed “Mangled” Care
- Challenging Classism and Antidemocratic Forces: Corporate Media Bias, Privatization, Globalization, and Militarism

We welcome you to help us achieve these goals reflecting the 4 themes:

1. Developing an e-journal for social justice counseling, equity, and advocacy.
2. Redesigning the CSJ website for greater utility and resources.
3. Increasing CSJ membership advocacy skills and involvement (especially graduate students and new professionals) through our new Mentoring Program, all committees, and at the CSJ Day of Action and CSJ Booth at the April 2004 Kansas City ACA conference.
4. Teaming and collaboration projects with the Education Trust’s Transforming School Counseling Initiative, the National Center for Multicultural

Competencies, equity and justice work with Illinois Congressperson Jesse Jackson, Jr.’s national social justice forum, and other partnerships.

5. Increasing CSJ branches in addition to Pennsylvania and Illinois.
6. Developing CSJ position statements on our thematic social justice issues and focusing on social justice advocacy by counselors in public policy and legislative realms.

Promoting CSJ e-groups to help CSJ members develop issue-based working groups via Listservs on the four theme areas for the year.

Member appreciation and recognition through certificates and our first CSJ annual awards recognition at the April 2004 Kansas City ACA conference.

Debut of the new CSJ Silent March for Equity at the April 2004 Kansas City ACA conference.

We invite your inspirations, suggestions, involvement, and collaboration throughout the year. Join us in our collective work for equity!

*Best wishes,  
Stuart F. Chen-Hayes, Ph.D., N.C.C.  
CSJ President July 1, 2003-June 30, 2004*



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***“Since political edifices are purporting to dictate to me, whether I can or cannot have an abortion, what drugs I can or cannot ingest, where on this earth I can and cannot go, and who on this earth I can love (just to name a few things), then it seems obvious to me that the personal is political. This has always seemed obvious to me. Conversely, once you understand yourself to be connected to all other living things, and the earth beneath your feet, you respond to the oppression of people and the destruction of the environment by governments by taking it personally.”***

***-Ani DiFranco***

## A Note from the Editor

This is to be the last edition of the newsletter of CSJ to be mailed out in hard-copy format to all members. The leadership of our association has decided to move this publication to an online format, effective in the October release. The edition you are looking at is currently available at [www.counselorsforsocialjustice.org](http://www.counselorsforsocialjustice.org) in PDF format., as will be future editions. Hard copies will be mailed to members upon request.

Submissions to *CSJ Activist* are always welcome. Writings with practical and applied foci are generally the most desired. Send your submissions in email format, attached as a MS Word or text file. E-mail submissions, comments, questions, announcements, and letters to [h-crethar@govst.edu](mailto:h-crethar@govst.edu). I may be called at (708) 534-4844 as well.

I am hoping to begin a section in *CSJ Activist* that gives news about social justice activities of members around the nation. You may either email or call me with news about your activities. If you email, try to keep your descriptions brief, as I hope to give a few sentences per state at some point. I would also be happy to speak with you over the phone and take down a few notes. The hope is to help members of CSJ feel connected to each other. I also think it would be wonderful to know more about all the great things you are doing.

I would also like to thank Erin Kelly for her help and patience with the creation of this newsletter.

Finally, remember to always be anxiously engaged in good work. As Will Rogers once said, "Even if you are on the right track, you'll get run over if you just sit there."

*Hugh C. Crethar, Ph.D.*  
CSJ Activist Editor and Media Chair

**"We should not be afraid of  
creative conflict, for pressure  
gives us diamonds"**

**Thelma Daley**  
ACA Convention, 2003

## CSJ Elected Leadership

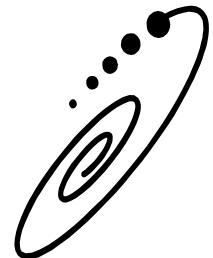
President:	Stuart Chen-Hayes
President-Elect:	Sandra Lopez-Baez
Past President:	Farah Ibrahim
Communications Officer:	Judy Lewis
Treasurer:	Carmen Salazar
ACA Gov. Council Rep.:	Michael Hutchins
Graduate Student Rep.:	John Cebuhar
Retiree Rep.:	Prentiss Byrd
Community Rep.:	Cher Ingleman

## Internet Links of Interest

CSJ Website: [www.counselorsforsocialjustice.org](http://www.counselorsforsocialjustice.org)  
United for Peace and Justice: [www.unitedforpeace.org](http://www.unitedforpeace.org)  
The Interfaith Alliance: [www.interfaith.org](http://www.interfaith.org)  
Southern Center for Human Rights: [schr.org](http://schr.org)



Above: Stuart Chen-Hayes & Judy Lewis



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*CSJ Activist Editor, Hugh C. Crethar, Ph.D.*  
Governors State University  
Division of Psychology & Counseling  
1 University Parkway  
University Park, IL 60466

Phone: 708-534-4844  
Email: h-crethar@govst.edu



*Announcing: CSJ Day of Action Programs*  
ACA Annual Convention, Kansas City, KS: April 2, 2004

CSJ SILENT MARCH FOR EQUITY @ ACA OPENING CEREMONIES

ACA ADVOCACY COMPETENCIES AND MULTICULTURALISM: TWO SIDES OF THE SAME COIN

- Chair: Hugh Crethar, Governors State University, University Park, IL

COUNSELORS RESISTING CLASSISM: CHALLENGING ANTIDEMOCRATIC MILITARISM, GLOBALIZATION, PRIVATIZATION, AND CORPORATE MEDIA BIAS

- Chair: Stuart Chen-Hayes, Lehman College/City U. of NY, Bronx, NY.

COUNSELORS & EDUCATORS TRANSFORMING SCHOOL COUNSELING THROUGH CLOSING ACHIEVEMENT AND OPPORTUNITY GAPS

- Chair: Jamey Cheek, Texas Women's University, Denton, TX.

COUNSELORS & EDUCATORS CHALLENGING "MANGLED"/MANAGED CARE

- Chairs: Sandy Lopez-Baez, University of Virginia, Charlottesville, VA; Azara Santiago-Rivera, SUNY-Albany, Albany, NY

GRADUATE STUDENTS AND COUNSELOR EDUCATORS CREATING EQUITY & ADVOCACY IN COUNSELOR EDUCATION PROGRAMS: A CSJ TOWN HALL MEETING

- Chair: Kristin Talka, SUNY-Albany, Albany, NY