



# CSJ Activist

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

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## **Expanding the Social Justice Counseling Network**

**Michael D'Andrea, University of Hawaii, NIMC Executive Director**

Most persons in the counseling profession recognize that we are in the midst of a paradigm shift. The paradigm shift that is taking place in the field is largely fuelled by new knowledge that has been generated by numerous multicultural and feminist counseling theorists, researchers, and practitioners over the past 30 years and more recently by a growing number of social justice counseling advocates in the American Counseling Association (ACA). Collectively, these advocates are forging revolutionary changes in the way increasing numbers of counselors and students in our professional training programs think about the professional counselor's role and purpose in our contemporary society.

As the revolution in the counseling profession continues to unfold, more and

more persons will be interested in networking with other allies who share common beliefs, values, and a commitment to promote multicultural competence and social justice in our society in general and the counselling profession in particular. Members in the National Institute for Multicultural Competence (NIMC) have begun networking with leaders in CSJ to plan and implement a host of action strategies that are intentionally designed achieve these ends.

This article provides a brief description of the purpose and mission of the NIMC and invites you to check out a new state-of-the-art technological communications and organizing system that offers interested CSJ members free access to information and resources that are helpful in promoting multicultural competence and

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## **Developing Better Justice in Our Schools**

**Jacob A. Olsen & Angela Riebli, Seattle Pacific University**

Education has always been the fundamental basis for establishing cultural norms within society. Kenneth Howe (1999) argued that students must be provided an education "worth wanting," and if curriculum fails to give equal recognition across minority populations, then education is not going to be "worth wanting" for those students. Some teachers and administrators, for example, may feel that homosexuality is too controversial for the classroom; in this case, school staff is neglecting homosexual students due to surrounding controversy, or is opposed to homosexuals for personal or religious reasons. Likewise, school staff may interpret minority populations' behavior inconsistently or unjustly based on students' cultural background, or based on the staffs differing discipline practices and educational philosophies. These inconsistencies have the potential for long lasting effects on the students who receive unjust punishment or are labeled through continuous behavior resulting in a self fulfilling prophecy (Ferguson,

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# Reflections from the Shallow End of the Pool

By Sandra I. Lopez-Baez, CSJ President

I chose the title of my column for the newsletter based on a comment that a colleague made as I discussed a rather “ambitious” plan for a project. He listened to me, was quiet for a few moments, then said: “Gee, do you always choose the shallow end of the pool for your projects?”

Reflecting on his statement I realized that my role as president of CSJ affords me a view where I see much depth to be attained in so many areas that I indeed feel positioned in the shallow end looking in. With that said, there are a number of activities I wish to report.

- 1) The Executive Board voted on moving to an agreement with Psychologists for Social Responsibility (PsySR) to produce a joint PsySR/CSJ e-journal. This joint effort will contain costs, and allow for wide spread distribution as well as cooperation in the editorial aspects of the journal.
- 2) The Executive Board also agreed to co-sponsor a joint conference in Portland, Oregon for next May 19-22 on advocacy and social action.
- 3) The CSJ day of action, and other activities has been planned. As soon as details are finalized with ACA, the schedule of activities will be published. Plans are to hold the day of action on Friday, April 8 right after the keynote, which ends at 11:00am.

The Executive Board has “distilled” a definition of “diversity” based on the Multicultural Competencies adopted by ACA. This definition, along with others suggested by different divisions will be forwarded to Dr. Gladding for use by Governing Council.

The term “Social Justice” has become a very popular “buzz” word used by many. In its simplest form, social justice involves the good of others, it implies defeating oppression, oppressors and oppressive systems so all individuals are afforded the opportunity to thrive. Thus, social justice is an action verb not a mere concept or philosophy.

Social Justice is ideologically neutral, open to people on the left as well as on the right, and in the center. Its field of activity is non-specific as in counseling, psychology, medicine, the sciences, philosophy, religion, and any other across the whole spectrum of human social activity. Social justice allows for

people of good will to reach different, even opposing, practical judgments about common good (ends) and how to get there (means). Each and everyone of us faces social justice every day upon awakening in our homes, where there is an abundant supply of water, food, clean air, cooking facilities, sanitation, access to health care, and education. We are able to provide for our children by nourishing them physically, emotionally and intellectually thus equipping them for gainful employment, good health and a life full of choices and opportunities, in other words, a life of privilege. But, what about those who do not have the same access or opportunity to attain those things? Those who for some reason or another will be denied that which we take for granted? Those adversely impacted by the same system that grants us our privileges and rewards. A system that imparts power to some, and dis-empowers many. A system that we, yes all of us partake in and willingly or unwillingly sustain by allowing:

- The wants of the rich to take priority over the needs of the poor
- The liberty of the powerful to take priority over the freedom of the weak
- The maintenance of an order in which marginalized groups are denied access to basic rights and privileges.

How to address such issues? The same way we “eat an elephant”, one bite at a time. Find one issue which you feel passionate about. Identify it, define it, articulate what needs to change and what actions need to be taken, get some allies to support you, then take action by taking sides! We counselors can and will change systems one at a time!



## Developing (continued from page 1)

2000; Mehan, Hertweck & Meihls, 1986; Stickel & Satchwell, 1991). When school curriculum discounts or portrays a minority group negatively due to personal beliefs surrounding that group or inconsistent practices and philosophies, education has crossed the line and become a biased, societal programming mechanism.

Education can be non-biased *and* comprehensive. Some districts are afraid that if they talk openly about and incorporate homosexuality into the curriculum they will be promoting a “gay lifestyle” (Petrovic, 2002). Educators must realize that there is a difference between *informing* and *promoting*. History lessons include discussion on various wars, yet there is no belief that such curriculum promotes violence; so how can curriculum that includes homosexuality promote being gay?

Too often society writes off the gay, lesbian, bisexual, transgender (GLBT) population as deviants who have chosen an alternative lifestyle, but sexual preference is not a choice. In 1999, the Just the Facts Coalition published a booklet and distributed it to every school district in the United States. The booklet was endorsed by various medical, psychological, and educational associations. It stated that homosexuality is not about sex, or an illness in need of a cure – but a component of a person’s identity; no different than culture or ethnicity (Just the Facts Coalition, 1999).

A recent study estimated that 10% of students are homosexual (Weiler, 2004). Assuming the average high school population is between 1000 and 2000 students, educational practices that portray homosexuality as an undesirable lifestyle choice discount the needs of 100 – 200 students in their building. In 1997 Washington, Massachusetts, and Vermont participated in a youth risk behavior survey and discovered that GLBT students were 2-5 times more likely to skip school (Roffman, 2000) and 3 times as likely to drop out (Weiler, 2004). Reasons for these statistics included harassment, violence, and threats; additionally 80% GLBT students surveyed “report feelings of severe isolation” (Roffman, 2000).

Students of various cultural backgrounds may also experience similar negative effects. In some cases,



**Jacob A. Olsen & Angela Riebli**

these effects are a result of school staffs inconsistent or unjust interpretation of students’ behavior or attitudes. One example comes from the exploration of the experience of black male students. Ferguson (2000) found that black male students engage in many of the same activities that non-black male students engage in, however black male students are labeled “at-risk” of failing, “unsalvageable”, or “bound for jail” by school personnel (p. 9). The author also reported that a norm representation is often used by school staff to interpret the behavior and attitude of black male students, and is often different that the interpretation of female students (Ferguson, 2000).

As advocates, school counselors have an important role in empowering minority students, helping them have an equal educational experience. For example, counselors can work with student groups to celebrate or promote school wide tolerance of minority populations. As consultants, school counselors can assist teachers and administrators in the development of policies and discipline models within schools (Benshoff & Poidevant, 1994; Stickel & Satchwell, 1991). Counselors can also use in-service training to help develop faculty awareness pertaining to their own biases and philosophies of discipline (Benshoff & Poidevant, 1994; Knoff, 1985). Through this counselor lead activity, the school staff has the opportunity to practice problem identification which “entails distinguishing between misbehavior and developmentally or environmentally appropriate behavior” (Knoff, 1985, p. 215).

Changing the way students are treated starts with counselors, teachers and administrators. As Petrovic

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## CSJ MEMBER ASSISTS NYC TO RECEIVE \$1.2 MILLION GRANT TO TRANSFORM ELEMENTARY SCHOOL COUNSELING PROGRAMS

Dr. Stuart Chen-Hayes helped to write a \$1.2 million dollar grant to transform all NYC elementary school counseling programs and train principals and school counselors in both the ASCA national model and the Education Trust's transformative school counseling program model. The grant is over a three-year period and includes two demonstration site schools in Harlem, The Tappen School and PS 125. The grant marks New York City's first-ever plan for school counseling programs in the history of the city. Dr. Chen-Hayes will assist with the training and is also co-program evaluator with his Lehman College/CUNY Counselor Education colleague Dr. Robert Eschenauer in what amounts to the largest urban grant in size/scope awarded by the U.S. Department of Education's Elementary and Secondary School Counseling Program Demonstration grant program.

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### Expanding (continued from page 1)

social justice in the schools, universities, and communities where you live and work.

#### **The National Institute for Multicultural Competence (NIMC): Statement of Purpose**

The National Institute for Multicultural Competence (NIMC) is a non-profit, independent professional organization that was originally founded in 1993 (formerly referred to as the National Multicultural Ad Hoc Committee). The NIMC is designed to accomplish three fundamental goals.

First, the NIMC is aimed at fostering positive changes in our society by promoting the principles and spirit of multiculturalism, feminism, and social justice at the individual, group, organizational, and institutional levels.

Second, the NIMC is designed to stimulate transformative changes in the mental health and human service professions by promoting the principles and spirit of multiculturalism, feminism, and social justice in these fields.

Third, the NIMC works to assist mental health professionals and other human service providers in acquiring the types of multicultural and advocacy competencies they need to work respectfully, effectively, and ethically among persons from diverse groups and backgrounds.

Although the NIMC works to foster the cultural competence of individual mental health professionals and other human service providers, much of its efforts are aimed at creating conditions for institutional, organizational, and societal changes that reflect a greater level of understanding and respect for the principles of the multicultural- feminist-social justice

movement.

To this end, the members of the NIMC are committed to network with other persons in the mental health professions who are interested in realizing similar goals and objectives. Because a number of CSJ leaders have joined the NIMC's efforts to promote multicultural competence and social justice in a variety of ways, we believe it would be useful to make other CSJ members aware of these networking efforts.

#### **Networking with CSJ**

The NIMC is currently involved in a numerous of action strategies that are deliberately aimed at promoting multicultural competence and social justice in various settings across the United States. One such intervention involves a joint effort that is being sponsored by the NIMC, ACA and CSJ which will be held at this year's ACA Convention in Atlanta Georgia. This action strategy is entitled, "Working to Build a Healthier, More Sane, and Just Society: Promoting Multicultural Competence in the Field."

The purpose of this action strategy is to "give back" to the community in which the next ACA convention is held. With this commitment in mind, 12 multicultural and social justice counseling leaders will offer a full day of training to counselors, teachers, administrators, social workers, psychologists, community activities, law enforcement personnel, and any other persons in the greater Atlanta area that are interested in learning new and more effective ways to promote a healthier and more sane society in that large metropolitan area. We are blessed by the fact that all of the persons providing training services in this "Giving Back to the Community" project are doing so on a pro bono basis. This will enable all participants to attend the full-day of training free of charge.

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## Expanding (continued from page 4)

### Launching the NIMC's Pathways to Network with Counselors around the World

To take our networking commitment to an even higher level, the NIMC has launched a new state-of-the-art technological communication and organizing system. This new system is entitled, "Pathways to Psychological Development, Spiritual Well-being, and Social Justice." The NIMC Pathways system provides individuals with a broad range professional resources including a regular newsletter and articles of relevance for culturally-competent and social justice counseling. We are in the process of developing an electronic journal, electronic books, audio reports, music, and audio tapes that counselors will find interesting and useful in promoting the psychological development and spiritual well-being of large numbers of persons from diverse groups and backgrounds.

You can check out the NIMC Pathways communication and organizing system by going to the following website:

[http://www.geocities.com/nimc\\_newsletter/nimcnewsletter.htm](http://www.geocities.com/nimc_newsletter/nimcnewsletter.htm)

The National Institute of Multicultural Counseling has a blog (short for web log), where members can engage in an ongoing discussion if they so choose. The link to this feature is: <http://pathwaysnimc.blogspot.com/>. If you are of interest, you can become a member of the NIMC by contacting Michael D'Andrea at [Michael@hawaii.edu](mailto:Michael@hawaii.edu). There is no charge to become a member of the NIMC.

**"Put into the world what you wish were there."**

**-Pauline Rose Clance-**

## Developing (continued from page 3)

stated in 1999, "teachers hold great influence over the thoughts, opinions, and actions of their students, especially at the elementary level where students have less sophisticated powers of reason and often take at face value what the teacher says." As leaders of school reform, counselors are responsible for improving the way teachers and administrators relate to the students. Additionally, school counselors are in the unique position to be advocates for students who may be unfairly treated and work with school staff to create a school climate that includes tolerance and just discipline practices.

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# Counselors, Ethics, and Politics

Stephen Snow, UNC Charlotte

War continues raging in Iraq. Federal funding for school counseling is in jeopardy. Your local newspaper is filled with derogatory letters to the editor about gays and lesbians.

What's a counselor to do? Why should a counselor have anything to say about any of these things?

Historically, counselors have focused on the inner life of an individual or family. Increasingly, however, counseling is facing pressure to widen its view. Faced with environmental influences that sometimes overwhelm our clients' ability to respond positively to life challenges, counselors are being encouraged to become community voices, vocal advocates for external -- community and system change -- as well as internal change.

This role is firmly rooted in the American Counseling Association's Ethics Code, beginning with Section A.1.a., which notes, in part, our responsibility to "respect the dignity and promote the welfare of clients."

A "strict constructionist" might see that only through the lens of the counseling session, but more and more, counselors are taking a broader stance. This is not without controversy, and not without ethical tempering.

The Ethics Code (A.5 and C.5, especially) require counselors to be very aware of and circumspect about both their personal values and their public responsibilities.

At the same time, if I am working in a school where children need counseling, do I dare NOT speak up on behalf of the need for continuing funding for that? Is not my leadership required if I am to promote my clients' welfare? If I believe the war in Iraq is leaving thousands of service people, as well as their families, plus millions of Iraqis, traumatized and in great psychological pain, should I merely stay silent and wait until they end up in my office chair or in court-ordered treatment for battering?

And what about the constant stream of sexual-orientation-bashing that goes on in the public press? A therapist need not be gay or lesbian to stand up for people's right to live free from oppression of all sorts.

In fact, I would argue that we are mandated both to speak out and speak up, loudly, on behalf of tolerance, acceptance and even celebration of difference in our society. And I am convinced that counselors are called to be community leaders in facing difficult issues around such issues as race and social equity. We have the language skills. We have the listening and facilitation skills. We have the empathy to hear different points of view and synthesize them.

The health of a community is directly connected to the health of individuals within that community. I believe community health is a projection of individual health -- the degree to which your community is psychologically healthy is directly reflected in how it responds to BOTH the internal and external needs of community members.

When we are silent in the face of abuse, we are as guilty as the abuser.

*Stephen Snow is a doctoral student in counseling at UNC Charlotte and can be reached at [shsnow@commcure.com](mailto:shsnow@commcure.com). The views he expresses are completely his alone, and he is glad about that.*

## **CSJ MEMBERS TRADE PLACES AT EDUCATION TRUST'S NCTSC**

After six years at the helm of the Education Trust's National Center for Transforming School Counseling (NCTSC), CSJ member Dr. Reese House is leaving to pursue new endeavors. In his place, the Education Trust has hired CSJ member Dr. Peggy Hines to continue the varied efforts at closing achievement and opportunity and attainment gaps through changing school counseling practice and school counselor education practices throughout the country. More information on the NCTSC can be found at [www2.edtrust.org](http://www2.edtrust.org). **Congratulations!**

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# CSJ Day of Action Activities in Atlanta

Friday, April 8, 2005

**Location: Georgia World Congress Center Room # A304**

## **11:00am-12:30 Social Justice: An Action verb**

Moderator: Sandra I Lopez-Baez

Panelists: Patricia Arredondo, Stuart Chen-Hayes, Anita Jackson, Michael Hutchins, Mark Pope, Tod Sloan

A panel presentation addressing issues of implementing social justice initiatives in a variety of settings and contexts. A question and answer period will follow the presentation to allow for an exchange of ideas.

## **1:00-2:00pm Environmental Racism: How counselors can help “Clean Up”**

Presenters: Azara Santiago-Rivera, Kristin M. Talka, Amy Tully

This presentation will give a brief historical overview of environmental racism, describe the impact of exposure to a variety of toxic substances on health (both psychological & physical), discuss the environmental justice movement, and outline ways in which counselors can play a major role in community intervention and social action.

## **2:00-3:00pm Social Justice: Its needs, Meaning and Consequences**

Presenter: Anthony J. Marsella

The concept of social justice will be addressed, and how we are in need of it in today’s world across a spectrum of concerns. The implications of social justice for the individual and society will also be addressed.

## **3:00-4:30pm Collaboration among the Divisions: An idea whose time has come**

Moderator: Sandra I Lopez-Baez

Panelists: Judy Miranti (ASERVIC), Carolyn Thomas (ASGW), Marie Wakefield (AADA) Melissa Spring (ACCA), Linda Leech (C-AHEAD), Cheri Butler (NECA) other divisions sending panelists are ACES, IAMFC, IAAOC, AGLBIC

Collaboration between divisions is not a new idea. This roundtable is an effort to establish new connections, communication, and discuss projects of interests that reflect commonalities shared by divisions. Come and give input on how this can be done to benefit members, and keep communication channels between divisions open.



## **Other Activities for CSJ at ACA**

<b>Strategic Planning Board Meeting</b>	Thursday, April 7	3:30-5:30pm	Cottonwood A, North Tower
<b>March/Vigil Preparation Meeting</b>	Thursday, April 7	5:30-6:00pm	Cottonwood A, North Tower
<b>March &amp; Vigil for Peace &amp; Non-violence</b>	Friday, April 8	5:30-6:00pm	Location TBA
<b>Membership Meeting &amp; O’hana Awards Presentation</b>	Saturday, April 9	12:00-1:00pm	Walnut, North Tower
<b>Reception with ASERVIC</b>	Saturday, April 9	6:30-8:00pm	Location TBA

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# CSJ Strategic Planning Update from 2003-04 into 2004-05

Stuart Chen-Hayes, CSJ Past President

Note: Strategic Planning ideally is an ongoing process. This is a summary of themes we addressed this past year and are continuing to address as a board in the current year. CSJ, board members, committee chairs, committee members, and members 2003-04, worked collaboratively with all interested counselors and counselor educators to expand all of our job descriptions, roles, and functions to include social justice advocacy and equity. Our vision included 9 goals/objectives with specific members accountable for ensuring success. Let's look at what has been accomplished and what the current strategic planning committee may choose to alter in the current year. Please send your ideas/feedback about strategic planning to any board member and thanks for your input!

1. Develop an e-journal for social justice counseling and advocacy.

Progress Report: The CSJ board has been approached by Psychologists for Social Responsibility to co-edit a new inexpensive e-journal tentatively entitled Social Action and the boards of both organizations have tentatively agreed to the plan. Details to follow soon. Congrats to all who made this possible and the hard work of all board members, especially Edil Torres-Rivera, Sandy Lopez-Baez, Michael Hutchins, Judy Lewis, and Azara Santiago-Rivera, all of whom have taken on various projects toward making this goal a reality! We will be seeking out journal board members, advisory council members, and lots of submissions as soon as it is finalized. Stay tuned!

2. Increase CSJ member access and website utility to include our mission/vision, ongoing news, actions, a CSJ newsletter archive, a regularly updated list of social justice advocacy links, and an on-line needs assessment/interest survey/feedback data mechanism all in bilingual formats.

Progress Report: Thanks to the work of webmaster Lance Chen-Hayes, this has become reality for CSJ. Multiple enhancements were made to the website in the last year including all of the above except for the ongoing needs assessment and the bilingual feature. Future goals include adding a daily progressive news link so that members can tune into the CSJ page daily for progressive news & activism updates.

3. Increase CSJ membership involvement, particularly among graduate students and new professionals through actions such as a mentoring program.

Progress Report: Board member Kim Snow is re-starting the mentoring program after a bit of a hiatus. Please contact her with ideas and suggestions and most of all volunteer to be a mentor or mentee.

4. Develop N-16 school, career, family, and community counselor collaboration (conferences, training, networking, resources) with groups committed to progressive social justice such as the Education Trust's Transforming School Counseling Initiative and Doctors without Borders.

Progress Report: We are delighted to announce that CSJ will co-sponsor its first conference with Psychologists for Social Responsibility in Portland, OR in the spring of 2005. Details to follow! Thanks to Sandy Lopez-Baez, Hugh Crethar, Tod Sloan, and the entire PsySR membership for making this kind offer in partnership!

5. Develop ally relationships with ACA divisions whose membership battle oppressions such as ableism (NRCA, IAAOC, AMHCA), ageism (AADA, ASCA), anti-semitism and other nondominant religious bias (ASERVIC), racism (AMCD), and heterosexism and transgenderism (AGLBIC).

Progress Report: Many CSJ members are members in one or more of the above associations. ASERVIC has kindly offered to cosponsor a reception with CSJ at the ACA/CSJ conference in Atlanta Georgia In April! We are blessed (or just plain appreciative). CSJ will continue to have its regular events including a board meeting, membership meeting, 'ohana awards ceremony, and march for equity/silent candlelit vigil. Don't miss out on all the networking opportunities as we challenge multiple oppressions once again!

6. Develop training for counselors, teachers, parents and guardians, and children and youth in social justice advocacy and equity skills, including use of data and technology for social justice advocacy via conferences and on-line formats.

Progress Report: We will have our annual day of action at ACA toward these ends, present multiple programs

at the PsySR/CSJ conference in Spring of 2005, but we can probably use more members and board members being involved in offering specific training in these areas such as creating online CSJ CEUs in this area. Any takers?

7. Encourage emphasis on “hidden” oppressions in counseling: beautyism/looksism, sexism, classism, linguicism, ableism, and immigration bias.

Progress Report: Our march for equity is a great place to focus on these areas and we welcome more members to propose programs in these areas for our conferences and especially to write on these areas in our newsletter and our upcoming journal. Hint Hint!

8. Develop strategies to challenge oppressive systems of power and privilege, particularly related to economic issues and the excesses of globalization and “free” trade.

Progress Report: This is an area where we can use more member and board involvement.

9. Develop CSJ position statements on major social justice issues (and develop a mechanism allowing members to agree to disagree).

Progress Report: We have yet to do this as a group in CSJ. Who is ready to take this on or get us started?

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“We will never have true civilization until we have learned to recognize the rights of others.”

-Will Rogers-

PsySR-CSJ 2005 Conference  
Lewis & Clark College,  
Portland, Oregon  
May 19-22, 2005

**Beyond Talk: Tools and Training  
for Advocacy and Social Action  
For Psychologists, Counselors, Social  
Scientists, Educators, and Activists**

7 pm, Thursday, May 19 –  
Noon, Sunday May 22, 2005  
register now -- space is limited  
full program on-line by April 1  
<http://www.psysr.org/>

#### **The Conditions for Health and Wellbeing Reside in the Total Context of Human Life:**

- We cannot have health where there is cultural destruction, for this breeds confusion and conflict.
- We cannot have health where there is oppression, for this breeds anger and resentment.
- We cannot have health where there is powerlessness, for this breeds only helplessness and despair.
- We cannot have health where there is poverty, for this breeds only hopelessness.
- We cannot have health where there is denigration, for this breeds low esteem and worthlessness.
- We cannot have health where there is racism and sexism, for this restrains opportunity and limits choice.

*Shared with permission, From Anthony. J. Marsella & Yamada, A. (2000) Culture and Mental Health. In I. Cuellar & F. Paniagua (Eds.) Handbook of multicultural mental health (p. 10). NY: Academic Press.*

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## **Launching the CSJ-PsySR E-Journal Social Action / Acción Social !**

**Articles are now being accepted for the new e-journal to be published jointly by Counselors for Social Justice and Psychologists for Social Responsibility.**

**Two exciting issues a year will contain reports of advocacy and social action carried out by counselors and psychologists on a wide range of issues in social justice work and peace building. These journal will be available free on the web all over the world.**

**Articles will be accepted in Spanish and English.**

**The deadline for the first issue, which will be published in October 2005, is July 1, 2005.**

**Articles will be peer reviewed to ensure high quality and appropriate credit in academic settings.**

**For complete editorial information, visit  
[www.psysr.org/social-action.htm](http://www.psysr.org/social-action.htm)**



## **CSJ ELECTION RESULTS!**

<b>Edil Torres Rivera</b>	<b>President elect-elect</b>
<b>Cher Edwards</b>	<b>Treasurer elect</b>
<b>Anita P. Jackson</b>	<b>Retiree Representative</b>
<b>Manivong Ratts</b>	<b>Counselor Representative</b>
<b>Kristin M. Talka</b>	<b>Community Representative</b>

**Congratulations to all!**

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## Quote & Response

The following is a recent quotation with an invited response from one of our readers. This interactive format is a new addition to the *CSJ Activist*.

“The pro-life/pro-choice debate rarely acknowledges the critical point that nobody is in favor of abortion: Women have abortions because of complicated and competing realities in their lives. So a conversation about the morality of abortion isn’t meaningful unless it includes a comprehensive sexuality education and the equitable provision of birth control, which people need so they can have the knowledge and the tools to make and to act on informed and responsible decisions. Nor can the abortion conversation be morally complete without including adequate support for families struggling to make ends meet, including available and affordable childcare.”

-Reverend William G. Sinkford

### A Response to Reverend Sinkford

Shannon B. Dermer, Ph.D., Governors State University

At first glance I am intrigued by this quote because, unlike many pro-life/pro-choice debates, the argument seems to be expanded beyond the moral question of whether abortion is right or wrong. The question and answer has been broadened to include educational, legal, medical, and political systems. Nevertheless, there are aspects of this view that keep me from endorsing it wholeheartedly.

First, the author asserts the premise that “nobody is in favor of abortion” as if it’s a foregone conclusion. He creates a straw-person argument that does not accurately reflect the position of many pro-choice advocates. He negates alternative views through an almost flippant implication that no rational person would be in favor of abortion.

Second, if we accept the author’s premise that “nobody is in favor of abortion” then we reduce the issue to moral absolutism, precluding ethical relativism. Integral to moral absolutism is the idea that something is either right or wrong; whereas, ethical relativism incorporates the idea that contextual and cultural factors may change the view of whether something is right or wrong. If one accepts the author’s premise that abortion is always wrong then it is illogical to further expand the discussion to include other factors in order to make it “morally complete.” Under moral absolutism there is no room for expanding one’s views to include larger systems. It is either right or wrong no matter what the circumstances. So, the author contradicts himself and the premise that abortion is always wrong precludes the second premise that the moral discussion should be expanded.

Third, the author’s language reflects only the female’s responsibility. Frankly, a conversation about unwanted pregnancy cannot be complete unless we start utilizing language that includes men’s responsibility for creating pregnancy. In addition, language should also reflect men’s accountability for helping create larger systems that: restrict education about sexuality, do not provide adequate and affordable childcare, stigmatize women who have children outside of a committed relationship, and create an atmosphere where pregnancy is seen as a women’s issue rather than a human one.

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# CODE OF COMMITMENT FOR MULTICULTURAL PROFESSIONALS

Anthony J. Marsella, University of Hawaii

A recent communication with University of Hawaii Professor Emeritus, Anthony J. Marsella resulted in the sharing of the following Code of Commitment for Multicultural Professionals. The code embodies the multicultural approach to our work and to the world. It asserts that **multiculturalism is the following:**

- It is a world view
- It is committed to diversity
- It is committed to social justice and activism
- It is concerned with optimizing communication
- It is concerned with empowering individuals, groups, and nations
- It offers hope, optimism, and opportunity
- It is multinational, multidisciplinary, and multisectoral
- It is ecological, historical, interactional, and contextual
- It is biopsychosocial
- It is revolutionary and progressive

In Dr. Marsella's words, he came to write this when he recognized that "my work and my person were the same - that I could not teach nor do research apart from my commitment to a world view that embodied these principles for they are the very principles needed for justice, peace, beauty, honor, and human dignity to endure."

I found Dr. Marsella's thoughts to be powerful, enlightening, and inspirational. I challenge our membership and readers to carefully ponder these thoughts. Dr. Marsella will be presenting on these and other thoughts on social justice at the upcoming "Day of Social Action" at the ACA Convention in Atlanta.

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. Please return the form on the next page via e-mail by March 25th to Awards Committee Co-Chair Dr. Cher Edwards at [edwards@spu.edu](mailto:edwards@spu.edu). Or by FAX: 206-281-2756

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## CSJ ‘Ohana Honors Awards Recommendation Form

*Please use this form to nominate professional counselors and educators who have made significant contributions in affirming diversity and advocating for social justice.*

### PERSON BEING RECOMMENDED

Name & Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

ACA Division(s) Membership: \_\_\_\_\_

A 250-word description of how this person’s life and work affirms diversity and advocates for social justice and demonstrates the ‘Ohana qualities of caring, humility, intelligence, generosity, integrity, honesty, unconditional love, spiritual power, courtesy, and courage.

Name & Title of the Recommender: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

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“The CSJ mission is core to my primary initiatives for 2005-2006. These include a focus on the identification of counseling “best practices” with immigrant families, Latino individuals and families, and people with disabilities. Another initiative is to identify ways that the multicultural counseling and advocacy competencies are being implemented. These initiatives by design promote oppression-free strategies, empowerment of typically marginalized groups, and counseling as a tool for change.”

-Patricia Arredondo, Ed.D, Arizona State University,  
President Elect, American Counseling Association

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“We can bomb the world to pieces but we can’t  
bomb the world into peace.”

-Michael Franti

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## *A Note from the Editor*

Hello Fellow Activists!

The first thing I would like to say is a warm thank you to each CSJ member and friend who took time to share their thoughts, passions, and/or news about their work to bring more social justice to counseling, the nation, and world. I have been so incredibly honored to get to know so many of you serving in the capacity of the CSJ Activist newsletter editor. I am hopeful that we will have one more edition of this newsletter out by some point in June, and thus would greatly appreciate contributions by the first week in June for the next edition of the newsletter. As always, we welcome feedback and contributions from our members and friends. Please feel invited to contact me at [h-crethar@govst.edu](mailto:h-crethar@govst.edu) or 708-534-4844. *SEE YOU IN ATLANTA!*

Hugh C. Crethar  
CSJ Activist Editor and Communications Officer

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

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## CSJ Elected Leadership

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Any members interested in having access to the CSJ  
Bylaws and other governing Documents,  
please contact  
Hugh Crethar, CSJ Communications Officer.  
he may be reached at  
(708) 534-4844  
Or  
h-crethar@govst.edu

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**“Kind words can be short and easy to  
speak, but their echoes are truly endless.”  
- Mother Teresa**