

# Advocacy, Interrupted

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New Horizons Unseen In 2019

NCSP Annual Conference

January 2019

# Another Talk on Advocacy? C'mon..

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- Many psychology training programs have social justice in their mission statement. However:
  - Sometimes, our programs' personnel do not know how social justice gets enacted / what “social justice really looks like...”?
  - There are unbreakable links between diversity competency and social justice (Vera & Speight, 2003).
  - Microaggressions happen in classrooms, in faculty meetings, in admissions interviews, and in fieldwork training programs.

# Diversity Competency in the Current (and Constant) World



## The Government Is 'Not Legally Responsible' For Losing Nearly 1,500 Refugee Children



Whitney Emdad

Monday 11:52am · Filed by IMMIGRATION



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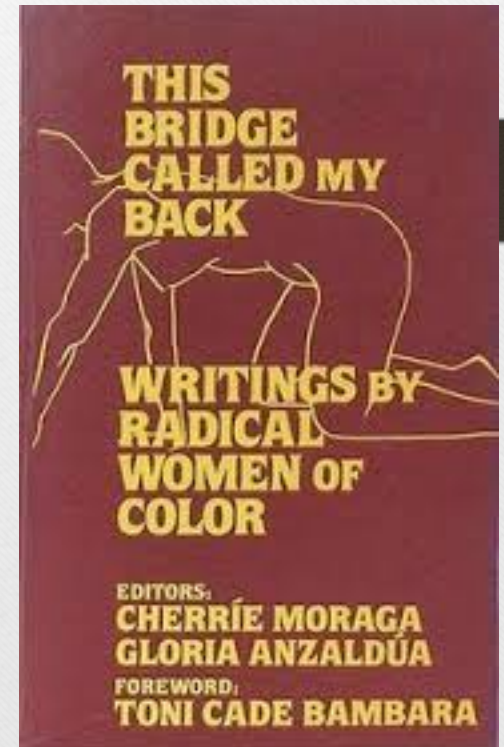
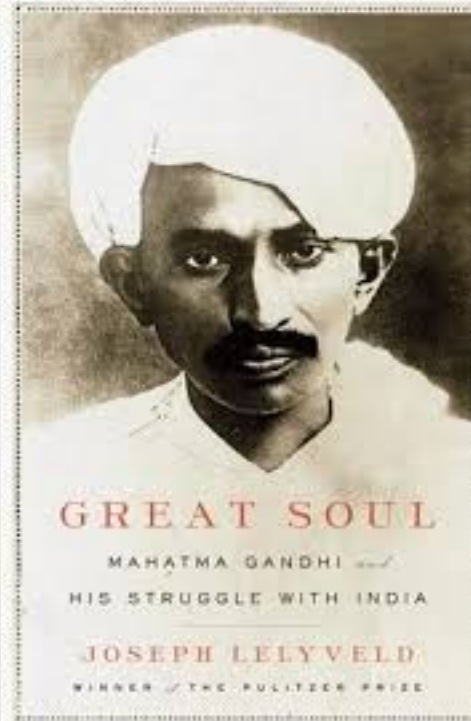
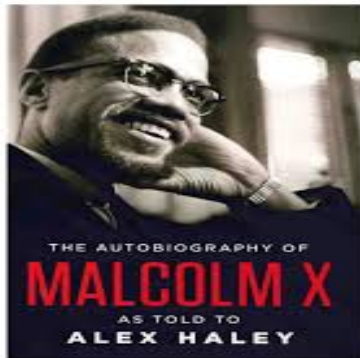
Wagon, U.S. Customs and Border Protection Progress Payment Canal in Arizona (AP)

What do we mean by  
“advocacy” and  
“social justice”?

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Think.  
Reflect.  
Share.

# Accurate Histories of Social Justice & Critical Consciousness



# Goodman et al.'s (2004) Social Justice Foundational Principles

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- Sharing Power
- Giving Voice
- Facilitating Consciousness Raising
- Ongoing self examination
- Building on Strengths
- Leaving Individuals with Tools for Change

# Social Justice: Ingredients Defined

(Wronka, 2016; Thrift & Sugarman, 2018)

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- **Advocacy:** “...action a mental health professional, counselor, or psychologist takes in assisting clients and client groups to achieve goals through participating in clients’ environments” (Wronka, 2016, p. 387).
- **Empowerment:** providing space and witnessing a client so that the client can in turn act when faced with oppression.

# Social Justice: Ingredients Defined

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- A distinct construct that combines advocacy and empowerment with clinical practice (Gergen, 2018; Rosenthal, 2016).
- Contemporary scholars (e.g., Grzanka, Santos, & Moradi, 2017) have elaborated upon classic understandings to necessitate not just an understanding and appreciation of action but a need to engage in justice at a micro level.
  - How do we teach students' ability to acknowledge power and privilege in our own clinical process with clients?
  - How do we dismantle cultural hierarchy in our work environments?



# Critical Consciousness: Ingredients Defined

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- Paolo Freire
- Sociopolitical education tool
- Grounded in post-Marxist critical theory
- We must believe in social and political contradictions
- Taking action against oppressive elements

# Into NCSPP's Training Model

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- Expanding the Roles of Health Service Psychologists is a core element of the NCSPP training model.
- Diversity competency – what does this term mean in a changing world?
- How we speak about diversity has to be more than knowledge, attitudes, and skills – we must think NOT just about advocacy, but about teaching strategies to advocate to cope with marginalization and oppression.

*When was a time that you realized that  
social justice needed to be about  
more than you?*

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**D i s c u s s !**

# Justice, Not Just Us

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- Social Justice should NOT be Social Just-Us
- We have to think about the ways our privilege prevents us from being advocates.



# With all these ingredients...

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- Multiculturalism and Social Justice are linked but are separate constructs.
- Social Justice should be a core component of psychology training.
- Defining from a collectivist worldview.
- Both a process AND a goal.

# ...Social Justice becomes a needed skill in psychology

Social justice is an applied focus of individuals' valuing of multiculturalism toward a process and outcome of systemic change at various levels.



# A Needed Skill in Students' Future Jobs

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- ❖ Social Justice is an increasing part of psychologists' work
- ❖ Types of service delivery are changing to include:
  - ❖ less of a focus on traditional clinical services
  - ❖ more of a focus on outreach, psychoeducation, and advocacy for and with clients (Vasquez, Singer, Perron, & Beck, 2017).

# Locating Our Classrooms in Social Action

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- **Privilege:** An advantage not available to others on equal terms. A system of advantage based on cultural majority identity (Tatum, 1997)
- **Oppression:** The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called “target groups”) and benefits other groups (often called “dominant groups”; Vanderbilt University, 2018)



# Intersectionality

(Crenshaw, 1992)



# We Can't Just talk Intersectional Talk

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# Intersecting Systems of Privilege and Oppression

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It's important to view intersectionality from critical consciousness

Each person's interlocking system of **both** privilege **and** oppressed identities.

*We gravitate in our teaching to where students are oppressed— but what about where students have privilege?*

# Applying SoJo Theory to Training

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- Do the readings for your class address ways that psychology may replicate systems of privilege and oppression?
- Can you roleplay scenarios in class that allow students the ability for students to practice advocacy skills?
- What are the identities that are prevalent in your readings, in your visual aids, in your lectures? Who is missing? Why?
- Do you address microaggressions when they come up? How?
  - Example: “The Oppression Olympics” in my Personality Assessment class

# Locating Our Allyship

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- When we notice our privilege, we can begin to advocate for others
- We must foster allyship in students with and for other people who survive types of oppression that they do not experience.



# My Own Continued Growth as an Ally

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- There was nothing but pathology on sex workers when I started.
- Participants act as co-researchers in a PAR framework.
- The “Post-It Tree” Exercise
- Questions asked came from sex workers, often unanswered by local government officials in various cities.
- Sex workers “want answers” about requests for help to stop violence that have gone unanswered.
- Meetings in community spaces, local coffee shops, homes.

# APPLICATION in Teaching

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- Awareness into Advocacy
- Checking My Guilt
- Stepping Forward, Stepping Back
- Just the Beginning of a Long Journey
- Teaching Social Justice definitions and histories.
- Encouraging analysis of systemic change in all areas of psychology.
- Remediation of cultural deficits.

# Advoca...Interrupted

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- Working with Resistance
- Who Should Do the Work, Who Should Take a Break
- It's EVERYONE's JOB to bring up issues of privilege. Not just the job of those who do not have it.
- My feelings aren't someone else's job to fix (it's my job to fix).



*How do you address your own feelings of discomfort when being called out on (or calling yourself out on) your privilege?*

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**D i s c u s s !**

# Beyond Labels to Systemic Restructuring

- What are strengths and resilience that can come from our interlocking systems of identities?
- Need to move from just looking at intersecting identities (e.g., identity labels, perceived discrimination).
  - We must examine systems, contexts, and less examined dimensions.

# Your New Horizons Unseen: D i s c u s s !

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- What is one goal that you have to increase your social justice efforts in your professional work?
- What is one way that, after today, you want to further work to dismantle your own privilege as part of your academic work?
- What ways do you need to further check your own discomfort around one or more aspects of your privilege?

You are braver than you believe,  
stronger than you seem, smarter than  
you think and more loved  
than you know...

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**...Your tools for your new  
horizons unseen**

tburnes@antioch.edu  
@burnes\_theo

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**Questions?**

*Thank you! Stay in touch!*