

**Psychology, Activism, and Social Justice:  
Individual, relational, and organizational dynamics and applications**

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Class time and place  
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This course is an exploration of the meanings, dynamics, and applications of social justice activism, including empowerment and advocacy. We will consider meanings of social justice and activism, the ways in which social justice has been integrated (or not integrated) into psychology, and how psychological understandings have been integrated (or not integrated) into theories and praxis of activism. We will also examine what prevents and facilitates personal motivations, and interpersonal connections and coalitions across differences that facilitate effective activism.

Central questions we will explore include:

- What is the meaning of activism? Of empowerment or advocacy? What are the similarities and differences among these concepts?
- What does psychology (particularly applied psychology), have to contribute to the understanding and practice of activism in order to promote effective action for healing, health, and well being? How can psychological understandings contribute to activism that is effective, through better understanding and praxis intrapsychically within individuals, relationally between individuals (including in psychotherapy), communities, organizations, or in society?
- Alternatively, how is social justice applied within psychology or by psychologists, in our professional activities, such as therapy, research, education, community engagement, or organizational leadership? What kinds of changes are needed in the field of psychology to improve the ways in which our professional activities avoid reifying oppression and instead actively promote social justice for health and healing?

Although focused primarily in psychology, we will use a transdisciplinary lens, incorporating readings and analyses from other disciplines as well.

This will be a student centered, discussion and skills oriented seminar. The course begins with an introduction to activism, empowerment, and advocacy, including the consideration of multiple ecological levels of meanings and action (individual, relational, organizational, and societal), and an exploration of building coalitions, addressing intersectionality, negotiating resistance, and resisting burnout. We will then go on to explore in more depth specific topic areas generated by students, and focus on developing skills to implement understandings.

Course Objectives

- To introduce/overview foundational theory on activism and social justice and relate this to clinical psychology. These theories affect the conduct and critical analysis of research, the development of effective interventions (particularly in relation to minority populations), and form the foundation of leadership skills within the field to promote equity, healing, and justice.

- To foster the development of a personalized understanding of activism and social justice, integrating awareness of positionality as recommended by psychological guidelines, so that one may locate oneself within this understanding and develop skills that reflect one's own style, capacity, challenges, vulnerabilities, etc.
- To develop skills for moving beyond understanding and awareness to take action for advancing social justice. This relates to developing leadership within the field, as consistent with the mission of the Clinical Psychology doctoral program.
- To contribute to understandings of individual differences in a social context, highlighting the complexities of the interaction between individuals and social construction (particularly for oppressed populations) and the connections between mental health and justice.
- To contribute to understanding the perspectives of ethnic minorities, low-income groups, LGBTQ, and other people/groups experiencing systemic oppression and knowledge, and develop skills, and awareness necessary for liberatory intervention.
- To support students' particular clinical and/or research interests and professional development by enabling in-depth exploration of student-chosen topics related to empowerment and social justice.

**Structure:**

The first half of the semester will be used to create a foundation in theory, research, and skills development about activism and social justice, and consider the ways in which clinical psychological understandings and expertise might contribute to activism, or how social justice and activism might be integrated into clinical psychologist's professional activities. We will use this reading to explore issues and dilemmas and attempt to come to some tentative agreement or structure of understanding (co-constructed meaning) regarding effective activism and applications.

The second half of the semester, class time will be focused on deepening our theoretical understanding through making connections between theory and projects, and applying our understanding through developing and workshopping projects.

**Assignments:**

Midterm reflection paper: a theory building paper presenting your understanding of effective activism to promote social justice, integrating and referencing the readings and discussion from the first part of the course. 20%

Project proposal (see project description below): 5%

Facilitated class discussion(s) and project workshopping: You will facilitate a 50 to 60 class session focused on connections between theory and action through your project. This should include connections of required readings, but could also include additional readings that you wish to share with the class, related to the content or modality of your project. Your "job" is to facilitate a discussion, with advance planning, and post-synthesis. Facilitation entails:

1. Opening a posting to the Google Site *at least 5 days ahead*. This posting should consist of:

- a. A few sentences (paragraph or bulleted) that describe your view of connections of didactic themes with your project themes. This requires a synthesis across readings and a consideration of application.
  - b. Any additional readings and a couple of sentences describing why you are assigning these.
  - c. Central discussion questions for classmates to consider for discussion of the theory, research, and your project. These should be discussion questions that you will use to facilitate the actual discussion in class.
2. Facilitating the actual discussion in class. You should begin with 5 to 10 minutes where you overview the readings and the central points/questions for discussion. Your job after this is to engage folks in exploration and facilitate the discussion.
  3. You should take notes on this discussion and write them up in a coherent manner to be posted to the google site *no more than 3 days from the session*. These notes should focus on distilling application themes, rather than the more specific and unique application for your project, specifically.

This is a group grade, unless you let me know reasons why this should not be the case. 15%

**Project:** A major part of this class is the focus on application. This project aims to develop your skills, either through action for more direct impact (at the appropriate scope for a single semester) or through the planning and development of a larger project (with a clear action or dissemination plan). Group and individual grades combined 35%

**Final reflection paper:** The final paper for this class will reflect on learning from the project, and (c) consider one's own personal and professional growth and future in relation to activism and social justice. 15%

**Class participation** including effective activism examples, participation in class discussions, written feedback on peer projects. 10%

### **Foundational Readings:**

Most readings available through the library and/or in class.

Recommended that you buy (for yourself or to share):

Jobin-Leeds, G. & AgitArte (2016). *When we fight, we win! Twenty-first-century social movements and the activists that are transforming our world*. The New Press.

<http://www.whenwefightwewin.com/>

### **Other Information:**

**A note about phones and internet:** Your bodily presence in class is appreciated but not enough. Research suggests that “multi-tasking” (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Your attention and full interpersonal presence is necessary both for your own learning and in order to create the kind of environment that facilitates the collaborative learning that this kind of class depends on. or all students. Thus, I expect that you will turn off internet (including computer internet) and phones during class.

**Late assignments:**

Assignments are due at the ***beginning*** of class on the date listed. Assignments turned in later that same day will be considered one day late. Late assignments are penalized 5% per day. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

## **General University Information**

**Student conduct and academic dishonesty:**

It is assumed that in this class each student and I will act in a professional and honest manner. Therefore any student who engages in an act of Academic Dishonesty, plagiarizing a paper (copying from any source without quotes and referencing is plagiarizing), etc., will receive a failing grade for that assignment and in most cases a failing grade for the course. The University strictly adheres to a Code of Student Conduct regarding issues of cheating, plagiarism, or other inappropriate behavior that interferes with the educational environment. Please see the following for more details:

- Student code of conduct: [https://www.umb.edu/life\\_on\\_campus/policies/community/code](https://www.umb.edu/life_on_campus/policies/community/code).
- Description of academic honesty violations:  
[https://www.umb.edu/pages/standard\\_page/19536](https://www.umb.edu/pages/standard_page/19536)

*If you have questions about Academic Honesty, student conduct, appropriate behavior, or expectations in this course please see me.*

**Special Assistance:**

In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 the University of Massachusetts Boston attempts to accommodate all students with a documented disability. Through the **Ross Center** for Disability Services various aids such as sign language interpreting, readers, testing accommodations, etc. are available to students. If you believe that you require such services, please contact the Ross Center (Campus Center Upper Level Room 211) at 617.287.7430. as soon as possible. Please let me know, as well.

**Resources and Support Services at UMass**

- Student support services such as **academic advising, financial aid, referral to appropriate on and off campus resources:** <https://www.umb.edu/academics/vpass>. Contact them by email at [sss@umb.edu](mailto:sss@umb.edu), Phone: 617-287-5820, or at Student Support Services. Campus Center, 1st Floor, Room 1100.
- Student Support Service's U-ACCESS can help students meet **various non-academic challenges**, such as homelessness, parental neglect, chronic or persistent poverty, domestic violence, legal issues, financial emergencies, or other unanticipated events:  
[http://www.umb.edu/life\\_on\\_campus/uaccess](http://www.umb.edu/life_on_campus/uaccess)

## TENTATIVE COURSE CALENDAR

1/ 23	<b><u>Week 1:</u></b> Introductions. What is activism? Collaboratively shaping the course
1/30	<b><u>Week 2: What is social justice? What is activism? How might we fit in?</u></b>  <i>Required readings:</i> Prilleltensky (esp. pp. 6 to 9 on types of justice) Hatfield & Rapson Lichtenberg Louis Walsh Harro (Cycle of Liberation) Catteneo & Chapman Anzaldua pp. 540 to 546 only Eason & Robbins Turiel—marked sections only.  <i>Recommended:</i> Harro (Cycle of Socialization); Toporek & Suyemoto 2014
2/6	<b><u>Week 3: Social Movements</u></b>  <i>Required readings:</i> Ricketts (pp. 6-11, 20-21 only) Edelman (read pp. 298 through 303 and the conclusion pp. 309 to 311, the rest is recommended especially if you are someone who likes the big picture or context of movements [first part] or if you are interested in transnational issues [last part]) Poletta Haenfler Ruiz Junco Jobin-Leeds (read one of the main sections, on LGBTQ, education, prison pipeline, dreamers, economic power, or environment. Only the Economic Power one is in the folder, if you want to read one of the others, you will need to buy the book).  <i>Recommended:</i> Worchel
2/13	<b><u>Week 4: Social Justice and Action</u></b>  <i>Required readings:</i> Vera & Speight Burton (pp. 251 to 256) Pettinichio (Read pp. 499 through and including 502, then read <i>one</i> of the examples in pp. 503 to 506) Pope

	<p>Youth Activist Toolkit pp.18 to 27 (page numbers on the PDF itself, in red).  <b><u>Week 4 (cont).</u></b></p> <p><i>ALSO required:</i></p> <ul style="list-style-type: none"> <li>• Start to poke around in different resources and ideas about what action looks like, what issues are most salient to you, etc. This is both about deepening our understanding through exploration, and also in preparation for student-focused sessions and action projects. To do this: <ul style="list-style-type: none"> <li>○ Read/skim at least one or two of the articles listed in the “Exploring Actions” list in this week’s dropbox.</li> <li>○ (If your first name begins with a vowel): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY</li> <li>○ Check out this amazing resource: <a href="http://ctb.ku.edu/en/table-of-contents">http://ctb.ku.edu/en/table-of-contents</a>. Especially, check out: <a href="http://ctb.ku.edu/en/analyzing-problems-and-goals">http://ctb.ku.edu/en/analyzing-problems-and-goals</a> and <a href="http://ctb.ku.edu/en/developing-intervention">http://ctb.ku.edu/en/developing-intervention</a> and <a href="http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main">http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main</a></li> </ul> </li> </ul>
2/20	<p style="text-align: center;"><b><u>Week 5:</u></b> Personal and relational engagements</p> <p><i>Required readings:</i>  Review Harro (Cycle of Liberation); Prilleltensky.  Read: Dutt  Bobel  Rodriguez  Srivsitava  Gorski (pp. 388 to 391)  Ricketts, chapter 12, 249-262 (13)</p> <p><i>ALSO required:</i></p> <ul style="list-style-type: none"> <li>○ (If your first name begins with K, L, Z): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY</li> </ul> <p><i>Recommended:</i> Garcia</p> <p><b><i>Session focus and project proposal due.</i></b></p>
2/27	<p style="text-align: center;"><b>Week 6: Building Coalitions, Developing as Accomplices</b></p> <p><i>Required readings:</i>  Purdie- Vaughn  Lipsitz Crabs in a Barrel  Sengupta  Finnerty</p>

	<p>Gross &amp; Suyemoto</p> <p><i>ALSO required:</i></p> <ul style="list-style-type: none"> <li>○ (If your first name begins with B, D, S or T): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY</li> </ul> <p><i>Recommended:</i> Moradi; Suyemoto &amp; Donovan</p>
3/6	<p style="text-align: center;"><b>Week 7: Introduction to Projects</b> 5 projects, 25 minutes each</p> <p>Revised project proposal due (optional if you want to revise grade)</p>
3/13	<b>Spring Break—No Class</b>
3/20, 3/27 4/3, 4/10 4/17, 4/24	<p style="text-align: center;"><b>Weeks 8-13: Student Facilitated Topics &amp; Workshopping Projects</b></p> <p style="text-align: center;"><b>Required and Recommended Reading:</b> As assigned by student facilitators.</p>
5/1 or during Teach-in	<p><b>Week 14: Project Presentations</b></p> <p style="text-align: center;"><b>Projects due</b></p>
5/8	<p><b>Week 15: Debrief, consolidate, reflect, consider sustainability and next steps.</b></p> <p style="text-align: center;"><b>Final Papers Due</b></p>

## ***PSYCHOLOGY AND ACTIVISM FOR SOCIAL JUSTICE READINGS***

*NOTE: you must be logged into the UMB library to access books and articles via links*

### **Week 2: What is social justice? What is activism? How might we fit in?**

### **Week 3: Social Movements**

### **Week 4: Social Justice and Action**

### **Week 5: Personal and Relational Engagements**

### **Week 6: Building Coalitions**

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## **WEEK 2: What is social justice? What is activism? How might we fit in?**

### **Required**

Prilleltensky, I. (2012). Wellness as fairness. *American Journal Of Community Psychology*, 49(1/2), 1-21. doi:10.1007/s10464-011-9448-8

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=71284146&site=ehost-live>

Hatfield, E., & Rapson, R. L. (2005). Social justice and the clash of cultures. *Psychological Inquiry*, 16(4), 172-175. doi:10.1207/s15327965pli1604\_06

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-15456-006&site=ehost-live>

Louis, W. R., Mavor, K. I., La Macchia, S. T., & Amiot, C. E. (2014). Social justice and psychology: What is, and what should be. *Journal Of Theoretical And Philosophical Psychology*, 34(1), 14-27. doi:10.1037/a0033033

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2013-26843-001&site=ehost-live>

Walsh, R. G., & Gokani, R. (2014). The personal and political economy of psychologists' desires for social justice. *Journal Of Theoretical And Philosophical Psychology*, 34(1), 41-55. doi:10.1037/a0033081

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2013-29993-001&site=ehost-live>

Ricketts, Aidan. *The Activists' Handbook : A Step-by-Step Guide to Participatory Democracy*, Zed Books, 2012.

Required pp. 6-7 only.

ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.umb.edu/lib/umboston/detail.action?docID=875598>

Harro, B. (2000). The cycle of liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 463-469). Routledge: New York.

Available in class



Cattaneo, L. B., & Chapman, A. R. (2010). The process of empowerment: A model for use in research and practice. *American Psychologist*, 65(7), 646-659. doi:10.1037/a0018854

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2010-19922-003&site=ehost-live>

Anzaldúa, G. E. (2002). Now let us shift...the path of concocimiento...inner work, public acts. In G. E. Anzaldúa & A. Keating (Eds.), *This bridge we call home: Radical visions for transformation* (pp. 540-578). New York, NY: Routledge.

Required pp. 540 to 546 only

Available in class

Eason, E. A., & Robbins, R. (2012). Walking in beauty: An American Indian perspective on social justice. *Counseling & Values*, 57(1), 18-23. doi:10.1002/j.2161-007X.2012.00003.x

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=74131983&site=ehost-live>

Turiel, E. (2003). Resistance and subversion in everyday Life. *Journal Of Moral Education*, 32(2), 115-130. doi:10.1080/0305724032000072906

Required pages: only marked sections

Available in class

### **Recommended**

Toporek, R. L., & Suyemoto, K. L. (2014). Social justice in counseling and clinical psychology. In C. V. Johnson, H. L. Friedman, J. Diaz, Z. Franco, B. K. Nastasi, C. V. Johnson, ... B. K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Fundamental issues and special populations; Well-being and professional issues; Youth and disciplines in psychology, Vols. 1-3* (pp. 119-142). Santa Barbara, CA, US: Praeger/ABC-CLIO.

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-46449-036&site=ehost-live>

Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist*, 52(5), 517-535. doi:10.1037/0003-066X.52.5.517

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1997-04451-002&site=ehost-live>

Harro, B. (2000). The cycle of socialization. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 15-21). Routledge: New York.

Available on PASJ readings dropbox:

<https://www.dropbox.com/sh/yjvnzo7lu830u7k/AADu9U3q5ET0CquEzK49G2RJa?dl=0>

## **WEEK 3: Social Movements**

### **Required**

Ricketts, Aidan. *The Activists' Handbook: A Step-by-Step Guide to Participatory Democracy*, Zed Books, 2012.

Required pp. 7-11, 20-21 only.

ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.umb.edu/lib/umboston/detail.action?docID=875598>

Edelman, M. (2001). SOCIAL MOVEMENTS: Changing Paradigms and Forms of Politics. *Annual Review Of Anthropology*, 30(1), 285.

Required pages 298 through 303 and the conclusion pp. 309 to 311 only.

The rest is recommended especially if you are someone who likes the big picture or larger historical context of movements [first part] or if you are interested in transnational issues [last part].

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=6533574&site=ehost-live>

Polletta, F., & Jasper, J. M. (2001). COLLECTIVE IDENTITY AND SOCIAL MOVEMENTS. *Annual Review Of Sociology*, 27283.

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=5163025&site=ehost-live>

Haenfler, R., Johnson, B., & Jones, E. (2012). Lifestyle Movements: Exploring the Intersection of Lifestyle and Social Movements. *Social Movement Studies*, 11(1), 1-20. doi:10.1080/14742837.2012.640535

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=71517855&site=ehost-live>

Ruiz-Junco, N. (2013). Feeling Social Movements: Theoretical Contributions to Social Movement Research on Emotions. *Sociology Compass*, 7(1), 45-54. doi:10.1111/soc4.12006

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=84306826&site=ehost-live>

Jobin-Leeds, G. & AgitArte (2016). *When we fight, we win! Twenty-first-century social movements and the activists that are transforming our world*. The New Press.

(read one of the main sections, on LGBTQ, education, prison pipeline, dreamers, economic power, or environment. Only the Prison pipeline one is in class, if you want to read one of the others, you will need to buy the book—see the syllabus for the link to buy).

Available in class

### **Recommended**

Worchel, S., & Coutant, D. (2004). It Takes Two to Tango: Relating Group Identity to Individual Identity within the Framework of Group Development. In M. B. Brewer, M. Hewstone, M. B. Brewer, M. Hewstone (Eds.), *Self and social identity* (pp. 182-202). Malden: Blackwell Publishing.

Available in class

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## **WEEK 4: Social Justice and Action**

### **Required**

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272. doi:10.1177/0011000003031003001

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2003-00250-005&site=ehost-live>

Burton, M. (2013). Liberation psychology: A constructive critical praxis. *Estudos De Psicologia*, 30(2), 249-259. doi:10.1590/S0103-166X2013000200011

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2013-36682-011&site=ehost-live>

Pettinicchio, D. (2012). Institutional Activism: Reconsidering the Insider/Outsider Dichotomy. *Sociology Compass*, 6(6), 499-510. doi:10.1111/j.1751-9020.2012.00465.x

Required pages 499 through and including 502, then read one of the examples in pp. 503 to 506

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=76303059&site=ehost-live>

Pope, K. S. (2016). The Code Not Taken: The Path From Guild Ethics to Torture and Our Continuing Choices.

<https://kspope.com/PsychologyEthics.php>.

The Youth Activist Toolkit:

Required pages 18 to 27 (page numbers on the PDF itself, in red).

[http://www.advocatesforyouth.org/storage/advfy/documents/Activist\\_Toolkit/activisttoolkit.pdf](http://www.advocatesforyouth.org/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf)

ADDITIONAL REQUIRED:

- Read/skim at least one or two of the articles listed in the “Exploring Actions” list below. This is exploration, not retention. It is more about getting ideas and seeing what is out there.
- (If your first name begins with a vowel): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY
- Check out this amazing resource: <http://ctb.ku.edu/en/table-of-contents>. Especially, check out: <http://ctb.ku.edu/en/analyzing-problems-and-goals> and <http://ctb.ku.edu/en/developing-intervention> and <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>

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## WEEK 5: Personal and Relational Engagements

### Required

Dutt, A., & Grabe, S. (2014). Lifetime activism, marginality, and psychology: Narratives of lifelong feminist activists committed to social change. *Qualitative Psychology*, 1(2), 107-122. doi:10.1037/qup0000010

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2014-36607-003&site=ehost-live>

Bobel, C. (2007). 'I'm not an activist, though I've done a lot of it': Doing Activism, Being Activist and the 'Perfect Standard' in a Contemporary Movement. *Social Movement Studies*, 6(2), 147-159. doi:10.1080/14742830701497277

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=26447572&site=ehost-live>

Rodriguez, D. (2011). Silent Rage and the politics of resistance: Countering seductions of Whiteness and the road to politicization and empowerment. *Qualitative Inquiry*, 17(7), 589-598. doi:10.1177/1077800411413994

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=63646627&site=ehost-live>

Srivastava, S. (2005). "You're calling me a racist?" The Moral and Emotional Regulation of Antiracism and Feminism. *Signs: Journal Of Women In Culture & Society*, 31(1), 29-62.

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=18922447&site=ehost-live>

Gorski, P. C. (2015). Relieving burnout and the 'martyr syndrome' among social justice education activists: The implications and effects of mindfulness. *The Urban Review*, 47(4), 696-716. doi:10.1007/s11256-015-0330-0

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-37380-001&site=ehost-live>

Ricketts, Aidan. *The Activists' Handbook : A Step-by-Step Guide to Participatory Democracy*, Zed Books, 2012.

Required chapter 12, 249-262 (13)

ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.umb.edu/lib/umboston/detail.action?docID=875598>

ADDITIONAL REQUIRED:

- (If your first name begins with K, L, Z): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY

### **Recommended**

Garcia, M., Košutić, I., & McDowell, T. (2015). Peace on Earth/war at home: The role of emotion regulation in social justice work. *Journal Of Feminist Family Therapy: An International Forum*, 27(1), 1-20.

doi:10.1080/08952833.2015.1005945

Abstract:

The present article discusses the role of emotions in translating critical awareness of social inequities into action. Our work is premised on the assumption that emotions play a key role in social justice work by not only fueling capacity for resistance but also hindering ability to resist injustice effectively or even prompting unwitting contribution to oppression. Drawing from the clinical psychology literature, we introduce the concepts of psychological flexibility, emotion regulation, and mindfulness to the discourse on social justice in therapy and counseling. We argue that emotion regulation enhances our capacity for social justice work. We entertain the following questions: Is social justice work influenced by emotions? Do emotions hinder or fuel our work to dismantle systems of injustice? (PsycINFO Database Record (c) 2016 APA, all rights reserved)

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<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-10967-001&site=ehost-live>

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## **WEEK 6: Building Coalitions**

### **Required**

Purdie-Vaughns, V., & Eibach, R. (2008). Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. *Sex Roles*, 59(5-6), 377-391. doi:10.1007/s11199-008-9424-4

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33937576&site=ehost-live>

Lipsitz, G. (2001). Like crabs in a barrel. In: *American studies in a moment of danger*. Minneapolis, MN: University of Minnesota Press.

Available in class

Sengupta, S. (2006). I/Me/Mine -- Intersectional Identities as Negotiated Minefields. *Signs: Journal Of Women In Culture & Society*, 31(3), 629-639.

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=21080455&site=ehost-live>

Finnerty, D. (2004). An Open Letter to My White Lesbian, Gay, Bisexual, Transgender Sisters and Brothers

Available from:

[https://www.academia.edu/3322291/An\\_Open\\_Letter\\_to\\_my\\_White\\_LGBT\\_Sisters\\_and\\_Brothers?auto=download](https://www.academia.edu/3322291/An_Open_Letter_to_my_White_LGBT_Sisters_and_Brothers?auto=download)

Gross, A.L. & Suyemoto, K.L. (2015). Being and becoming an ally: The lived experience of social justice action from privileged spaces. Poster presented at the Annual Convention of the American Psychological Association, Toronto, CA.

Available on PASJ readings dropbox:

<https://www.dropbox.com/sh/yjvnzo7lu830u7k/AADu9U3q5ET0CquEzK49G2RJa?dl=0>

#### ADDITIONAL REQUIRED:

- (If your first name begins with B, D, S or T): Poke around on the internet and find an example of something you think is activism that is inspiring to you. Share this via email with the class by SUNDAY

#### Recommended

Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal Of Counseling Psychology*, 64(5), 500-513. doi:10.1037/cou0000203  
Abstract (English):

The increasing popularity of the concept of intersectionality in the social sciences, including in psychology, represents an opportunity to reflect on the state of stewardship of this concept, its roots, and its promise. In this context, the authors aim to promote responsible stewardship of intersectionality and to tip the momentum of intersectionality's flourishing toward fuller use and engagement of its roots and promise for understanding and challenging dynamics of power, privilege, and oppression. To this end, this article provides a set of guidelines for reflection and action. The authors organize these guidelines along 3 major formulations of intersectionality: intersectionality as a field of study, as analytic strategy or disposition, and as critical praxis for social justice. Ultimately, the authors call for expanding the use of intersectionality toward fuller engagement with its roots in Black feminist thought, its current interdisciplinary richness and potential, and its central aims to challenge and transform structures and systems of power, privilege, and oppression.

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<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2017-46640-005&site=ehost-live>

Suyemoto, K. L., & Donovan, R. A. (2015). Exploring intersections of privilege and oppression for Black and Asian immigrant and US born women: Reaching across the imposed divide. In O. M. Espín, A. L. Dottolo, O. M. Espín, A. L. Dottolo (Eds.), *Gendered journeys: Women, migration and feminist psychology* (pp. 54-75). New York, NY: Palgrave Macmillan. doi:10.1057/9781137521477.0008

Abstract: Psychologists and other social scientists are increasingly attending to intersectionality, recognizing that sociopolitical statuses interact to create qualitatively different experiences. For example, Black and Asian' women in the United States experience racism and sexism generally, racialized sexism, and gendered racism, regardless of whether they are immigrants or US born. However, immigrant and US born women may differ in how they understand and react to these experiences, which affect the ways in which they relate to each other in response to these experiences. In this chapter, we apply a structural power analysis to explore interpersonal divides between immigrant and US born women within Black and Asian racialized groups. We argue that tensions between immigrant and US born women in these groups are influenced by imposed meanings of gendered racialization created to maintain White male supremacy. Including both Black and Asian women enables us to examine how conflictual interactions are not

necessarily inherent in specific cultural or racial dynamics of a particular minority group. We begin by presenting a brief overview of Black and Asian populations in the US and our personal positionalities, with specific attention to nativity. We identify nativity-related influences on perspectives of racialization and ethnicity and then critically examine the ways in which these perspectives and associated relational tensions relate to meanings imposed by the dominant US discourse of gendered race for Blacks and Asians. We conclude by reflecting on the challenging process of developing awareness of relative power and privilege as an immigrant or US born Black or Asian woman in order to foster greater unity. Throughout the chapter, we use vignettes from our personal and observed experiences to illustrate the divides and processes we explore.

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## **EXPLORING ACTIONS: SOCIAL JUSTICE IN AND RELATED TO PSYCHOLOGY EXAMPLES**

**[Advocacy from psychology organizations and service providers to affect policy](#)**

**[Advocacy for social justice within psych orgs and academe](#)**

**[Arts and Social Justice \(community and psychology\)](#)**

**[Community and Higher Ed SJ Interventions](#)**

**[Organizational Consulting for Multicultural Social Justice](#)**

**[Psychotherapy Counseling SJ](#)**

**[Research and Research Methods Examples and Social Justice](#)**

**[Teaching Higher Ed General SJ](#)**

**[Therapy Training Social Justice Classes](#)**

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## **Advocacy from psychology organizations and service providers to affect policy**

Andrews, K. T., & Edwards, B. (2004). Advocacy Organizations in the U.S. Political Process. *Annual Review Of Sociology*, 30479-506. doi:10.1146/annurev.soc.30.012703.110542

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2004-17956-015&site=ehost-live>

Abstract:

We examine scholarship on the role and influence of advocacy organizations in the U.S. political process. We identify common theoretical questions in the disconnected literatures on social movements, interest groups, and nonprofits, and we propose a unifying conceptual framework for examining advocacy organizations. Focusing on the post-1960s growth in advocacy organizations, we examine major organizational characteristics including organizational structures, membership and participation, resources, and interorganizational networks and coalitions. Our analysis of organizational influence focuses on five dimensions of the policy process: (a) agenda setting, (b) access to decision-making arenas, (c) achieving favorable policies, (d) monitoring and shaping implementation, and (e) shifting the long-term priorities and resources of political institutions. Finally, we identify recurrent theoretical and methodological problems, including the compartmentalization of research within disciplines, an overreliance on studies of large national organizations, a disproportionate focus on recruitment and selective incentives, and limited research on the influence of advocacy organizations. We conclude by highlighting productive pathways for future scholarship. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Cohen, K. R., Lee, C. M., & McIlwraith, R. (2012). The psychology of advocacy and the advocacy of psychology. *Canadian Psychology/Psychologie Canadienne*, 53(3), 151-158. doi:10.1037/a0027823

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2012-22071-001&site=ehost-live>

Abstract (English):

This article addresses needs and opportunities for advocacy for the science, education and practice of psychology from the perspectives of three leaders within organized psychology, academia, and hospital practice. The authors make distinctions between knowledge transfer and knowledge translation as well as between lobbying and advocacy. They define proactive and reactive advocacy and draw attention to the impact of self-promotion and the need for collaboration in advocacy activity. Further, the authors define the need for and application of advocacy within the university environment, highlighting how advocacy skills can be taught and can have a broad reach within university student populations. The authors then address the characteristics of a practice environment upon which successful advocacy in this setting depends: the size of the problem, the effectiveness of available solutions, and the unique role psychology can play in the application of solutions. The article concludes by underscoring the collective responsibility psychologists have to be advocates and offers 12 steps in support of successful advocacy for psychology at individual, departmental, and organisational levels. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Frain, J. (2014). Advocacy required!. *Canadian Psychology/Psychologie Canadienne*, 55(1), 1-4. doi:10.1037/a0035517

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2014-08136-001&site=ehost-live>

Abstract (English):

Psychologists are not taught how to advocate for their profession and often must learn how to be an effective advocate after they graduate. The difficulties Canadians have accessing psychological services or the difficulty a researcher has accessing adequate funding for their research are 2 prime motivations for becoming a psychology advocate. There are a number of ingredients that go into an effective advocacy strategy, and this paper highlights 3 of them: relationships, seizing or creating opportunities, and perseverance. These 3 key ingredients will be illuminated by describing the work of advocates in 3 provinces and their successes. A video created for the Presidential Address in Quebec City (June, 2013) will be referenced. This video is posted on You Tube and accessible through the CPA website. Finally, 2 commissioned reports, 1 that provides the economic case and a number of potential models for increasing access to psychological services, and another that provides up-to-date evidence on the efficacy and effectiveness of psychological treatments will be briefly described. Support for the specifics of engaging in advocacy through an updated advocacy guide will also be outlined. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Hasenfeld, Y., & Garrow, E. E. (2012). Nonprofit human-service organizations, social rights, and advocacy in a neoliberal welfare state. *Social Service Review*, 86(2), 295-322. doi:10.1086/666391

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-16945-004&site=ehost-live>

Abstract:

The hallmark of the welfare state is the extension of social rights to the most vulnerable, a cause historically championed by nonprofit human-service organizations. With the rise of neoliberalism, these rights are threatened. This article attempts to show how the institutional, economic, and political environment of the nonprofit human-service sector is reshaped by a neoliberal ideology that celebrates market fundamentalism. The ideology institutionalizes such rules and practices as new public management, devolution, and privatization of services. Those elements shift the political discourse about the rights of the most vulnerable from the national to the local level. By turning vulnerable citizens into consumers, the ideology also reduces the national visibility of their needs. Most importantly, neoliberalism dampens the sector's motivation to challenge the state and greatly curtails its historical mission to advocate and mobilize for social rights. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

### **Advocacy for social justice within psych orgs and academe**

Greene, A. D., & Latting, J. K. (2004). Whistle-Blowing as a Form of Advocacy: Guidelines for the Practitioner and Organization. *Social Work*, 49(2), 219-230. doi:10.1093/sw/49.2.219

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-13634-007&site=ehost-live>

Abstract:

Advocacy has been an inherent component of social work since the mid-1800s. The NASW Code of Ethics explicitly promotes advocacy as an ethical stance against inhumane conditions. Whistle-blowing, on the other hand, occurs mostly in the business and public administration disciplines and is relatively unknown in the social work profession. Using facts from composite cases of whistle-blowing incidents, the purpose of this article is to review the social work profession's current stance on advocacy to protect clients' rights, define and describe theoretical and practical knowledge about whistle-blowing based on a literature review, explain whistle-blowing as a special form of advocacy, and offer guidance to potential whistle-blowers and their organizations on how to handle situations in which whistle-blowing is likely to be considered an option. (PsycINFO Database Record (c) 2018 APA, all rights reserved)

Hill, J. K. (2013). Partnering with a purpose: Psychologists as advocates in organizations. *Professional Psychology: Research And Practice*, 44(4), 187-192. doi:10.1037/a0033120

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2013-25315-001&site=ehost-live>

Abstract:

To ensure that psychological issues are on policymakers' agenda, psychologists often focus professional advocacy efforts in the political and social realm. Psychologists working in organizations, however, also have a role in ensuring that professional issues rise into the consciousness of organizational decision makers. In an era of health care reform, the advent of program-based management, limited resources, and managed care, psychologists are under increasing pressure to show their worth inside organizations and often have limited ability to communicate with organizational leaders. Psychologists typically report to nonpsychologists who may have only a general understanding of what psychology offers and can often misunderstand requests from psychologists about patient care alternatives, time for research, ability to present at conferences, and so forth. Advocacy is one avenue for increasing effective communication of psychologists' perspectives and interests that can serve to educate leaders about the value of psychology and how to best use psychological expertise. A major benefit of organizational advocacy is learning advocacy skills in a known environment, which can then be transferred to broader social advocacy. The



article discusses the development of advocacy skills in organizations and suggests possible advocacy activities that are consistent with the professional role. It is argued that clarity of the message and partnering with decision makers are important as psychologists advocate for the role of psychology in service delivery. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Shin, R. Q. (2008). Advocating for social justice in academia through recruitment, retention, admissions, and professional survival. *Journal Of Multicultural Counseling And Development*, 36(3), 180-191. doi:10.1002/j.2161-1912.2008.tb00081.x

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2008-09555-005&site=ehost-live>

Abstract:

There has been a growing focus on integrating social justice issues in counseling and counseling psychology fields. In this article, the author explores some of the opportunities and responsibilities that social justice-oriented counseling faculty have within institutions of higher education. Specific areas of focus are recruitment, retention, admissions, and professional survival. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

### **Arts and Social Justice (community and psychology)**

Fobear, K. (2017). "This painting is nice, but I wish it were more political." Exploring the challenges and dilemmas of community art with LGBT refugees. *Women's Studies International Forum*, 6252-60. doi:10.1016/j.wsif.2017.02.002

Abstract:

Recent works on social justice and human rights show that arts-based methodologies help to create greater opportunities for understanding and empathy for marginalized communities. Despite claims that arts provide a beneficial platform for community development and social justice, very little work has been done to reflect critically on what implementing a community art project looks like on the ground. This paper is a critical reflection of organizing and implementing a community mural project with lesbian, gay, bisexual, and trans (LGBT) refugees in Vancouver, British Columbia. Called Painted Stories, the project involved 15 LGBT refugees working together to create a large public mural and short documentary about their experiences. Painted Stories bring up critical questions regarding community representation and social justice, especially in regard to representing violence and trauma in public art. [ABSTRACT FROM AUTHOR]

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=123506118&site=ehost-live>

Timm-Bottos, J. (2011). Endangered threads: Socially committed community art action. *Art Therapy*, 28(2), 57-63. doi:10.1080/07421656.2011.578234

Abstract:

This article describes a 9-month community action project that took the form of an art studio located in a thrift store. The purpose of the project was to creatively reduce clothing fabric waste from unused donations, and also to document the social justice and ecological issues involved in clothing production and distribution. Collaboration with an art therapist coordinator, volunteers, and thrift shop workers gradually grew to attract local crafters, youth 'refashion designers,' and free clothing distributors and recipients. A youth-initiated event incubated within the studio, as well as other results of the project, indicated successful and sustainable community building and expression. Community art therapy methods helped realize the goal of relational transformation and meaningful action. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2012-31915-003&site=ehost-live>

Martinez, M. X. (2007). The Art of Social Justice. *Social Justice*, 34(1), 5-11.

Abstract:

The purpose is to show the working class that art and artists are not strangers to it; that some artists faithfully fight beside them...trying always to put their creative capacity at the service of the people. Thus, the workers can also realize that art is a career and a social activity that is useful, and not the idle pastime that the bourgeois philosophers pretend it is. The artists and the workers will understand that the artist can be a useful collaborator with whom it can acquire an effective, solid, and permanent collaboration

[ABSTRACT FROM AUTHOR]

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=27459722&site=ehost-live>

End of citation-->

Reiter, B. (2009). Fighting exclusion with culture and art: Examples from Brazil. *International Social Work*, 52(2), 155-166. doi:10.1177/0020872808099727

Abstract:

This article focuses on leisure and art and their connection to democracy, social justice and community development. I argue that culture and art are indeed important and necessary ingredients of human development, both as an end per se, and as a means to achieve social justice, substantive democracy and social change. To make this point, the article first lays out the theoretical grounds that explain how this is possible. It then proceeds to discuss two empirical examples of community development projects in Brazil where art is used as a tool to fight exclusion and promote democracy and citizenship. I present some of the experiences I gained while working for both these projects as a consultant from 1995 to 1998. Both communities were poor and predominantly black, located in the city of Salvador. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2009-03396-001&site=ehost-live>

End of citation-->

Lu, L., & Yuen, F. (2012). Journey women: Art therapy in a decolonizing framework of practice. *The Arts In Psychotherapy*, 39(3), 192-200. doi:10.1016/j.aip.2011.12.007

Abstract:

This paper presents the integration of art therapy in a *decolonizing framework of practice* used in a project called 'Journey Women'. This framework of practice seeks to recognize and deconstruct the impacts of colonization and discrimination of First Nations, Inuit, and Métis peoples and to empower and inform people in their healing journey. 'Journey Women' was an art exhibit of large-scale 'body-map' images depicting the healing experiences of eight Aboriginal women, created in a three-day arts-based workshop. The collaborative research project between Minwaashin Lodge and Concordia University aimed to gain an understanding of the conditions that contribute or challenge Aboriginal women in their process of healing from violence and the impacts of violence. This paper describes the process of creating body-maps that integrated an art therapy framework with traditional Aboriginal ceremonies of prayer, smudging, drumming, and singing as well as movement and grounding activities, poetry, and art creation. In this article, we discuss how a public exhibit of body-maps acted as a powerful medium of empowerment, a forum for women to be witnessed by the community, and a means for Aboriginal women to act as their own agents of social change and social justice. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2012-15634-006&site=ehost-live>

End of citation-->

Bain, C. L., Grzanka, P. R., & Crowe, B. J. (2016). Toward a queer music therapy: The implications of queer theory for radically inclusive music therapy. *The Arts In Psychotherapy*, 5022-33. doi:10.1016/j.aip.2016.03.004

Abstract:

Interest in music therapy with lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals has increased in the last decade, and the distinctive needs of the community have been acknowledged through the publication of LGBTQ best practices in music therapy (Whitehead-Pleaux et al., 2012). Developing competencies around LGBTQ issues in music therapy is more complex than simply including, or

incorporating, diverse sexual orientation, and gender identity issues, into an existing disciplinary framework, that has an historical hostility towards non-normative sexualities and genders. The challenges of conducting music therapy with LGBTQ populations within community settings has been documented in few sources, and this lack of attention in the existing music therapy literature has inspired an interdisciplinary framework by which to consider these challenges. First, we introduce and survey key developments in queer theory. Second, we explain how queer theory may complement and challenge recent developments in inclusive, and social justice-based, music therapy approaches. Then, we outline several potential therapeutic approaches with LGBTQ youth that reflect queer theory. Finally we discuss the broader implications of queer theory for music therapy, with the intent to move the field toward a radically inclusive approach to therapy with LGBTQ clients. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

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<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-45484-005&site=ehost-live>

End of citation-->

Cannuscio, C., Bugos, E., Hersh, S., Asch, D. A., & Weiss, E. E. (2012). Using ART to AMPLIFY Youth Voices on Housing Insecurity. *American Journal Of Public Health, 102*(1), 10-12. doi:10.2105/AJPH.2011.300494

Abstract:

The article reports on an arts and advocacy initiative launched in Philadelphia, Pennsylvania by the Mural Arts Program of Philadelphia called A Place to Call Home. A discussion of the initiative's main objective, which was to engage and empower high risk young people and to allow them to voice their concerns about housing and health, is presented. The initiative featured 48 young people between the ages of 14 and 23 who worked consistently for six months, engaging in neighborhood photo documentation, photo-elicitation interviews regarding their own housing struggles and the creation of public art. Benefits which the young people received from participating in the initiative are discussed.

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<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=70453861&site=ehost-live>

End of citation-->

## Community and Higher Ed SJ interventions

Bhattacharyya, S., Ashby, K. M., & Goodman, L. A. (2014). Social justice beyond the classroom: Responding to the Marathon bombing's Islamophobic aftermath. *The Counseling Psychologist, 42*(8), 1136-1158.

doi:10.1177/0011000014551420

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-49119-005&site=ehost-live>

Abstract:

Counseling psychology doctoral programs across the country are working to develop new approaches to bring social justice to the curriculum. Boston College has done so, in part, through a course titled Counseling in Context. The three core emphases are (a) ongoing self-examination of power and privilege, (b) applying traditional counseling skills to community-level problems, and (c) building from a clear intellectual and values framework. Building on an ally development conceptual frame, we illustrate how these principles were used to develop an intervention to combat Islamophobia on campus in the wake of the Boston Marathon bombings. The *Don't Meet Hurt With Hate. Love Islam Campaign* served to support Muslims and engage non-Muslims in ally behavior, engaging more than 400 students on campus and 10,000 people virtually. In demonstrating how students can act with and for oppressed communities, we hope to provide a template for similar actions on other campuses. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Buhin, L., & Vera, E. M. (2009). Preventing racism and promoting social justice: Person-centered and environment-centered interventions. *The Journal Of Primary Prevention, 30*(1), 43-59. doi:10.1007/s10935-008-0161-9

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2009-00496-004&site=ehost-live>

Abstract:

This paper proposes that prevention of racism is a social justice issue in light of the pervasively detrimental effects of racism on all members of our society and the especially traumatizing effects for people of color. Review of contact theory and its extensions provides the theoretical background for person-focused prevention strategies. Specifically, the paper describes a model primary prevention program to address the development of racist attitudes and beliefs in White children as a way of stopping future racist traumatization of people of color. Advocating for public policy changes is discussed as a valuable environment-centered prevention tool in working toward social justice. Implications for training incorporating multicultural counseling competencies, critical psychology, prevention science, and advocacy are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Ginwright, S., & James, T. (2002). From assets to agents of change: Social justice, organizing, and youth development. In B. Kirshner, J. L. O'Donoghue, M. McLaughlin, B. Kirshner, J. L. O'Donoghue, M. McLaughlin (Eds.), *Youth participation: Improving institutions and communities* (pp. 27-46). San Francisco, CA, US: Jossey-Bass.

Abstract:

In unprecedented numbers, young people throughout the country are joining together to demand a voice in the decisions that affect their lives and their communities. In the process, they are transforming policies and making institutions more accountable through consciousness raising, organizing, and political action. This chapter examines recent examples of **youth** political action and uses them to illustrate themes of **youth** political development and **empowerment**. It broadens the traditionally individual focus of **youth** development by using a social ecology approach to provide a brief overview of the political, economic, and cultural contexts in which **youth** development and political participation occur. It also examines frameworks for political participation and identifies commonalities and divergences between them. As well, it explicates the conditions for successfully engaging **youth** in political **empowerment** and examines the individual, community, and institutional impacts of **youth** participation in political organizing. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lantz, M. M., Fix, R. L., Davis, B. L., Harrison, L. N., Oliver, A., Crowell, C., & ... Garcia, J. J. (2016). Grad students talk: Development and process of a student-led social justice initiative. *Journal Of Diversity In Higher Education, 9*(3), 290-306. doi:10.1037/dhe0000033

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2016-40688-008&site=ehost-live>

Abstract:

College student activism has long been a staple of campus life, often driven by the sociopolitical issues of the time. In response to recent and continuous violent deaths of members of the Black community, rising instances of overt racism, and perceived silence among our institutes and professional groups, a multiinstitutional and diverse collective of psychology graduate student leaders, Grad Students Talk (GST) came together to engage psychology graduate students nationally in discussions related to these events. GST facilitated a series of teleconference calls, and one large in-person conference discussion, for psychology graduate students to discuss and process their reactions to acts of racial injustice. Additionally, GST headed 'First, Do No Harm,' an advocacy campaign against psychologists' involvement in torture, which received mention in national media. The purpose of the current paper is to describe the successes of our student collective, to understand the challenges GST faced in the context of activism within higher education, and to provide recommendations to professionals in higher education to support student activism initiatives. Data from a collaborative autoethnographic qualitative approach highlighted a number of important themes that emerged for researcher-participants, including lack of perceived safety, observed silence from institutions and professional groups, and the important roles of universality and instillation of

hope. We conclude the present discourse with a synthesis of the systemic challenges student activists face, and recommendations for change. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Schwartz, S., & Suyemoto, K. (2013). Creating change from the inside: Youth development within a youth community organizing program. *Journal Of Community Psychology, 41*(3), 341-358. doi:10.1002/jcop.21541

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-06874-007&site=ehost-live>

Abstract:

This study presents the results of a collaborative community-based research project evaluating **Youth Force**, a **youth** community organizing program. Participants included urban **youth** in middle school and high school from minority racial and ethnic backgrounds. Employing a mixed methods research design, the study investigated the impacts of the program on **youth** participants, as well as the processes through which program experiences influenced **youth** outcomes. Results indicated that **youth** community organizing programs influence a range of **youth** development outcomes, including the development of skills, knowledge, civic engagement, **empowerment**, and positive changes in self-concept. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Suyemoto, K. L., Day, S. C., & Schwartz, S. (2015). Exploring effects of social justice youth programming on racial and ethnic identities and activism for Asian American youth. *Asian American Journal Of Psychology, 6*(2), 125-135. doi:10.1037/a0037789

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-39103-001&site=ehost-live> Abstract:

This qualitative study explores the effects of social justice-oriented **youth** programming on racial and ethnic identities and social justice action for Asian American **youth**. Study participants were 5 male and 3 female Asian American high school students, ages 15–17, whose ethnicities included Chinese, Vietnamese, and Chinese-Vietnamese. Data sources included multiple in-depth interviews with the 8 participants, both pre- and post-programming, as well as research observations of all programming. Analysis was based in a critical ideological constructivist philosophy utilizing a grounded theory approach. Constant comparative analysis began with open coding during the data collection process, which continued after all data were collected. Open coding was followed by axial and theoretical coding, which were audited by the research team. Results indicated that before program participation, participants generally had superficial understandings of race and ethnicity and little awareness of racism, as well as limited engagement in social justice action. After program participation, they reported more sophisticated understandings of race and ethnicity as well as development of their own racial and ethnic identities. They also reported an increased sense of **empowerment** and social justice responsibility and greater engagement in social justice action. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Tawa, J., Tauriac, J. J., & Suyemoto, K. L. (2016). Fostering Inter-minority Race-Relations: An Intervention with Black and Asian Students at an Urban University. *Making Connections: Interdisciplinary Approaches To Cultural Diversity, 16*(2), 33-64.

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=121809942&site=ehost-live>

Abstract:

The article focuses on the need to foster inter-minority race-relations in order to maintain positive racial environment in college campuses. Topics discussed include attempts by various colleges and universities to implement programs for improving race-relations among students, several forms of race-relation interventions including classroom activities, workshops and weekend retreats, and positioning of inter-minority dynamics within a sociopolitical power of the dominant group.

Thoburn, J. W., Bentley, J. A., Ahmad, Z. S., & Jones, K. C. (2012). International disaster psychology ethics: A social justice model imbedded in a systems paradigm. *Traumatology, 18*(4), 79-85. doi:10.1177/1534765612444880

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2012-31556-009&site=ehost-live>

Abstract:

The ethical provision of psychological aid following international disasters is influenced by cultural factors and questions about how to effectively promote social justice. A need for holistic, systemic postdisaster mental health approaches has been identified (Wessells, 2009). This article presents a systemic epistemology superimposed on a social justice framework as a model for conceptualizing ethical service delivery in international disaster psychology. Implications of three underlying conceptual perspectives in international mental health ethics—*absolutism*, *relativism*, and *universalism*—are discussed. A case example is provided that illustrates how a family systems epistemology offers a flexible, integrated way to understand the *universalist* approach while placing social justice concerns relevant to international disaster psychology into a nested model, where the whole is greater than the sum of its parts. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

### **Organizational consulting for multicultural social justice**

Arredondo, P., & Reinoso, J. G. (2003). Multicultural competencies in consultation. In D. B. Pope-Davis, H. K. Coleman, W. M. Liu, R. L. Toporek, D. B. Pope-Davis, H. K. Coleman, ... R. L. Toporek (Eds.), *Handbook of multicultural competencies: In counseling & psychology* (pp. 330-346). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452231693.n21

Available through the library: <http://sk.sagepub.com.ezproxy.lib.umb.edu/reference/handbook-of-multicultural-competencies-in-counseling-and-psychology/n21.xml>

Abstract:

The purpose of this chapter is to promote the use of multicultural guidelines or competencies in consultation. The two foci for discussion are organizational diversity management and cultural competency. To achieve the chapter objectives, I introduce two case examples requiring the services of a consultant that will be discussed at the beginning and then analyzed at the end of the chapter. Contributing to this analysis will be other relevant topics: the context for multicultural consulting competencies, consultation models and theories that are psychological in orientation, a *blue-print* (Arredondo, 1996) to guide diversity management practices, cultural competency philosophies and models, proposed multicultural-centered consultation competencies, attributes of consultants practicing in the field of diversity management, and a process model, the *multicultural-centered consultation process*. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Fouad, N. A., & Arredondo, P. (2007). Psychologists as Organizational Change Agents. In , *Becoming culturally oriented: Practical advice for psychologists and educators* (pp. 95-119). Washington, DC, US: American Psychological Association. doi:10.1037/11483-007

Available through the library: <http://psycnet.apa.org.ezproxy.lib.umb.edu/record/2006-11733-007>

Abstract:

This chapter discusses the sixth Guideline and Competency Statements of the APA's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Guideline 6: 'Professionals are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices.' Psychologists committed to use organizational change processes to support culturally informed organizational (policy) development and practices will be able to articulate, enact, and give leadership to multicultural organizational change processes, empowered with knowledge about: (a) a Blueprint for Organizational Diversity and other models for multicultural organizational development that can be applied in different institutional settings; (b) relevant terminology; (c) specific methodologies and approaches to assess organizational change with particular sensitivity to multicultural diversity; (d) examples of multicultural practices within organizations; and (e) situations and settings wherein psychologists can be change agents and policy planners. In this chapter, we emphasize the preparation and assessment phases of the organization change plan. In the final section of this chapter, we provide examples of short- and long-term implementation strategies designed to

contribute to institutional or permanent change. Some of our consulting work took place nearly 20 years ago, and we can now point to evidence of 'institutional' change as a result of a continuous and deliberate focus on diversity and multiculturalism throughout these organizations. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Sue, D. W. (2008). Multicultural organizational consultation: A social justice perspective. *Consulting Psychology Journal: Practice And Research*, 60(2), 157-169. doi:10.1037/0736-9735.60.2.157

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-07255-003&site=ehost-live>

Abstract:

Multicultural organizational consultation (MOC) possesses a strong social justice component because it is directed toward removing barriers to equal access and opportunity in organizations. As such, it often challenges the power and privilege of organizational policies and practices that oppress marginalized groups and perpetuate disparities. Four important characteristics of MOC are discussed: (a) the need for a conceptual framework of multicultural organizational development, especially how standard operating procedures (programs, policies, and practices) may enhance or impede diversity initiatives; (b) confronting the sociopolitical systems of power and privilege inherent in organizations; (c) the consultant's ability to understand his or her own worldview in relation to other diverse worldviews related to race, gender, sexual orientation, and other sociodemographic dimensions; and (e) integrating roles and tasks in facilitating difficult dialogues on race, gender, and sexual orientation. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

## Psychotherapy Counseling SJ

Afuape, T. (2016). Beyond awareness of 'difference' and towards social action: 'solidarity practice' alongside young people. *Clinical Child Psychology And Psychiatry*, 21(3), 402-415. doi:10.1177/1359104516645642

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-36062-007&site=ehost-live>

Abstract:

Who I am as a working-class black African woman cannot be disconnected from how I work. It shapes my lens with regard to power, difference and liberation. It is not surprising that I have been drawn to social justice approaches to psychological intervention, such as Narrative Therapy, Coordinated Management of Meaning (CMM), social constructionist systemic therapy and liberation psychology. These practices involve taking up the cause of the oppressed in ways that respect them as agents of their own liberation. In this article, I describe what I term 'solidarity practice' with young people and their families as a counter force resisting the increasingly blaming and individualising discourse of mainstream psychology, psychiatry and social policy. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lopez-Baez, S. I., & Paylo, M. J. (2009). Social justice advocacy: Community collaboration and systems advocacy. *Journal Of Counseling & Development*, 87(3), 276-283. doi:10.1002/j.1556-6678.2009.tb00107.x

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2009-08525-004&site=ehost-live>

Abstract:

This article discusses the community collaboration and systems advocacy domains of the ACA (American Counseling Association) Advocacy Competencies (J. A. Lewis, M. S. Arnold, R. House, & R. L. Toporek, 2002). A case illustration is presented, and the 8 Advocacy Competencies within each domain are applied to the case study. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

MacLeod, B. P. (2013). Social justice at the microlevel: Working with clients' prejudices. *Journal Of Multicultural Counseling And Development*, 41(3), 169-184. doi:10.1002/j.2161-1912.2013.00035.x

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2013-24023-004&site=ehost-live>

Abstract:

Social justice is considered the 5th force in counseling and has largely been aimed toward advocating for oppressed individuals and groups by creating change in the societal structures that maintain oppression. However, there is a lack of information for counselors who work with clients who oppress others. This article addresses assessment, conceptualization, and ethical considerations when White clients express racial prejudices in counseling and how it aligns with the goals of social justice. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

## Research Methods and Social Justice

Atallah, D. G., Shapiro, E.R. Al-Azraq, N. Qaisi, Y. & Suyemoto, K. L. (2018). Decolonizing qualitative research through transformative community engagement: Critical investigation of resilience with Palestinian refugees in the West Bank. *Qualitative Research in Psychology*.

Available: in the dropbox (hot off the presses, not yet indexed in PsycInfo)

Abstract

Histories of violence and ongoing settler-colonialism impacting Palestinian communities living under Israeli occupation require unique, critical enactments of psychology research. The current article reflects on community engagement strategies used in a qualitative study of resilience with Palestinian refugees entitled: *Palestinian Refugee Family Trees of Resilience* (PRFTR). In realizing PRFTR, the authors developed partnerships between University of Massachusetts Boston's clinical psychology program and a Community-Based Organization in a United Nations refugee camp in the West Bank, completing in-depth interviews (N=30) with families surviving complex histories of settler-colonial violence. Participatory engagement, decolonial theories, and grounded theory situational analysis, together helped generate understandings of resilience from indigenous perspectives. This article analyzes PRFTR's power dynamics and investigative processes, highlighting seven transformative community engagement strategies implemented *Before* and *During* research activities, outlined in a step-wise "A to G" framework. These seven strategies contribute to understandings of decolonizing enactments of qualitative methods within a Middle Eastern context.

Bashah, E. T., Baca, L. M. & Suyemoto, K. L. (2015, September 2).

- Crossing the line: Lived experiences of undocumented immigrants [Blog post]. In "Sound science, sound policy: Psychological insights on social issues," a section prepared by the Society for the Psychological Study of Social Issues for Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/sound-science-sound-policy/201509/crossing-the-line>
- Borderland journey: Stories from deported Latinas [Blog post]. In "Sound science, sound policy: Psychological insights on social issues," a section prepared by the Society for the Psychological Study of Social Issues for Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/sound-science-sound-policy/201509/borderland-journey-stories-deported-latinas>
- Nature of survival: Emerging themes from migrant journeywomen and implications for social policy [Blog post]. In "Sound science, sound policy: Psychological insights on social issues," a section prepared by the Society for the Psychological Study of Social Issues for Psychology Today. Retrieved from [https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/nature-survival?#\\_\\_](https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/nature-survival?#__)

Chapman, S., & Schwartz, J. P. (2012). Rejecting the null: Research and social justice means asking different questions. *Counseling And Values*, 57(1), 24-30. doi:10.1002/j.2161-007X.2012.00004.x

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2012-09801-004&site=ehost-live>

Abstract:

The focus of this article is on the specific ethical issues related to social justice research and the practical implications of engaging in social justice research, including the potential impact of research results on practice, policy, and advocacy at the local and national level. Specific recommendations are offered,



including identifying research questions that advance social justice, managing researcher bias and power differentials, improving research methodologies, disseminating research, and giving back and advocating for social justice concerns. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia: Journal Of Women & Social Work*, 28(4), 451-457. doi:10.1177/0886109913505815

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-36885-012&site=ehost-live>

Abstract:

The congruence between social work activism and transformative research resonates with those who are looking to change the root causes of oppression. This article reflects the journey of integrating the identity of activist practitioner and researcher. The process of becoming a social justice researcher includes the discovery of a new set of lenses, emerging tools, and new pathways while maintaining a critical perspective rooted in antioppressive praxis. Research becomes an extension of one's own identity as a human rights activist, which requires leveraging the skills and capacities of research as a strategy to move to a more socially just world. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

### Teaching higher ed general SJ

Moane, G. (2006). IX. Exploring Activism and Change: Feminist Psychology, Liberation Psychology, Political Psychology. *Feminism & Psychology*, 16(1), 73-78. doi:10.1177/0959-353506060823

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-16362-010&site=ehost-live>

Abstract:

In this article, I have presented the concepts and questions that arose about political activism that arose in the context of my research and teaching on oppression and liberation. Exploring these from a bottom-up woman-centred perspective created a different understanding and set of concepts and questions from those generated by more traditional approaches in political psychology. Key themes were identified: political activism as a developmental process; challenging narrow views of 'political'; developing a system view that allows for many acts, both large and small, to be part of change; acknowledging niches of resistance and strengths from resistance; cultivating solidarity with, and support for, those who are oppressed. Evaluations of these courses indicated that between 50 and 75 percent of the participants felt that they would get involved in political action and that key motivations were, first, the connections they saw between the personal and the political and, second, the understanding of political change that they gained from the courses. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Available at:

[https://www.researchgate.net/publication/274511704\\_Integrating\\_disciplines\\_for\\_transformative\\_education\\_in\\_health\\_services\\_Strategies\\_and\\_effects](https://www.researchgate.net/publication/274511704_Integrating_disciplines_for_transformative_education_in_health_services_Strategies_and_effects) [accessed Jan 20 2018].

#### Abstract

The multicultural landscape of the United States challenges health service educators to develop ways to effectively teach increasingly diverse students and prepare them to provide services to increasingly diverse health care consumers. Traditional approaches to health services education (e.g., nursing or psychology) emphasize "objective" knowledge, such as standardized diagnostic and treatment modalities, taught through "objective" pedagogical approaches. However, these contents and approaches to education are rooted in Eurocentric values and primarily applicable to Eurocentric populations (Banks, 1996a; Freire, 1993). This chapter presents an overview of transformative education (TE) goals (Banks, 1996a; 1996b; Freire, 1993; Gay, 1995) and describes how integrating TE approaches from ethnic studies within individual-level, health science disciplines, such as nursing or psychology, can address health service provision disparities by making education more accessible and relevant to students traditionally underrepresented in health sciences as well as enabling all students to provide systemically sensitive

services. Both curricular and pedagogical strategies are presented. The chapter concludes with a discussion of institutional context influences and a personal narrative illustrating the effects of the proposed integration.

### **Therapy training social justice classes**

Ali, S.R, Liu, W.M., Mahmood, A., & Arguello, J. (2008). Social justice and applied psychology: practical ideas for training the next generation of psychologists. *Journal of Social Action in Counseling Psychology*, 2, 1-13.

Persistent link to this record (Permalink): <http://www.psysr.org/jsacp/Ali-V1N2-08.pdf>

Abstract:

Even though many applied psychology programs embrace a philosophy of social justice, faculty members and trainers are often faced with the practical struggle of implementing a social justice training agenda. This article discusses both the theoretical and practical aspects of implementing a social justice training agenda in applied psychology programs.

Burnes, T. R., & Singh, A. A. (2010). Integrating social justice training into the practicum experience for psychology trainees: Starting earlier. *Training And Education In Professional Psychology*, 4(3), 153-162.

doi:10.1037/a0019385

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-17134-002&site=ehost-live>

Abstract:

Calls from the psychological literature have highlighted a need for the integration of social justice training in both didactic and fieldwork practicum experiences in professional psychology. This article presents concrete strategies for practicum instructors and applied fieldwork training site staff to integrate social justice work into practicum experiences. The authors review current scholarship on social justice training, identify foundational principles of social justice and recommendations for teaching social justice in applied training facilities, and apply these principles and recommendations to practicum experiences. Learning activities and evaluation methods are identified and presented, and recommendations for integration of these methods for teaching psychology trainees are underscored. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education In Professional Psychology*, 8(4), 303-311. doi:10.1037/tep0000045

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2014-25072-001&site=ehost-live>

Abstract:

Expanding on ideas originally proposed by Fassinger and O'Brien (2000), we describe the scientist-practitioner-advocate model for doctoral training in professional psychology, designed to more effectively meet the needs of clients whose presenting problems are rooted in a sociocultural context of oppression and unjust distribution of resources and opportunities. This alternative training model incorporates social justice advocacy, thereby equipping graduates to address social contexts implicated in clients' suffering instead of only the symptoms manifest in a treatment hour. The tripartite model capitalizes on synergies between the new advocate role and the traditional researcher role (e.g., social action research designed to promote change), and between the advocate role and practitioner role (e.g., consciousness raising, public persuasion, and empowerment). At the intersection of all 3 domains is a new type of practicum in social justice advocacy, supported by training in intergroup dialogue facilitation. We describe proposed knowledge, skills, and attitude components of the advocate role, together with a 10-credit curriculum adopted by the University of Tennessee, Counseling Psychology Program. In 2009, this program was the first to be accredited by the American Psychological Association with a scientist-practitioner-advocate training model. Practical challenges in implementation are described. Finally, we discuss implications for course development, student selection, and evaluation of training outcomes. (PsycINFO Database Record (c) 2017 APA, all rights reserved)