



GUIDELINES NEWSLETTER

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President's Address

Raul Machuca, Ph.D.



Dear Esteemed Members of the Florida Counseling Association,

I hope this newsletter finds you all in good health and high spirits. As the President of the Florida Counseling Association, it is my privilege to address you today on a topic of great importance and relevance to our profession: "Decolonizing Counseling: Embracing Cultural Diversity and Inclusive Practices in Florida."

In recent years, the counseling community has undergone a significant transformation, recognizing the need to dismantle colonial legacies that have long influenced the field. Today, we stand at the forefront of a movement towards greater cultural awareness, understanding, and inclusivity in our practices. As counselors in Florida, it is our collective responsibility to foster an environment that respects and celebrates the cultural diversity of our clients, ensuring their voices are heard, their experiences validated, and their unique needs met.

Decolonizing counseling requires us to critically examine our practices, beliefs, and biases. It calls for an unwavering commitment to cultivating self-awareness and cultural competence among our members. By acknowledging the historical and systemic factors that have shaped our profession, we can better understand how they continue to impact the lives of those we serve.

To achieve true inclusivity, we must actively engage in ongoing education and training. I am pleased to announce that the Florida Counseling Association will be organizing a series of workshops, seminars, and webinars focused on cultural competence and decolonizing counseling over the coming months. These opportunities will equip you with the tools to embrace diversity and inclusivity within your practice and further enhance the support you provide to your clients.

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In addition to our educational initiatives, we will collaborate with organizations across the state to establish partnerships that foster mutual learning and understanding. By working together, we can build bridges that span the diverse communities of Florida, making counseling services more accessible and culturally relevant to all.

Furthermore, I encourage each of you to share your experiences and insights. We welcome articles and contributions from our members, highlighting your own journeys towards decolonizing counseling and embracing cultural diversity. Together, we can create a knowledge-sharing platform that empowers us all to be change agents in the field.

Let us also acknowledge the indigenous communities of Florida and honor the land on which we stand. The histories, traditions, and wisdom of the Seminole, Miccosukee, and other indigenous peoples have enriched the tapestry of this land for centuries. As counselors, it is our duty to be mindful of their contributions and the ongoing struggles they face in preserving their cultural heritage.

In conclusion, I extend my heartfelt gratitude to each one of you for your dedication to the counseling profession. Our collective commitment to decolonizing counseling will shape a more inclusive and equitable future for Florida's diverse population. Thank you for being an integral part of this transformative journey. I look forward to witnessing the positive impact we can create together.

With warm regards,

Raul Machuca, Ph.D.
President, Florida Counseling Association 2023-2024

The Imperative of Decolonizing Counseling Practices: A Gateway to Social Justice and Diversity in Florida

Luis Hines, Ph.D., LMHC, LPC

The rapidly diversifying population in Florida and the United States at large underscores the need to integrate more inclusive practices within the counseling profession. The entrenched Euro-American models have often been found to be deficient in addressing the mental health needs of the diverse population, thereby highlighting the urgent need to decolonize counseling practices. This paradigm shift involves challenging the dominant cultural norms, embracing diverse perspectives, integrating culturally responsive counseling approaches, addressing power imbalances, and fostering social justice.

Challenging Dominant Cultural Norms

The counseling profession has long been characterized by a Eurocentric perspective that prioritizes Western models of mental health. This cultural bias often leads to a failure to adequately understand and address mental health issues among non-Western and marginalized populations. Therefore, it is crucial to challenge these dominant cultural norms by considering a broad spectrum of cultural perspectives that inform our understanding of mental health.

Integrating multicultural competencies in counseling practices is one viable strategy for challenging these norms. Counselors need to develop cultural humility, a lifelong process of self-reflection and self-critique, to learn from the experiences of their clients. A practice grounded in cultural humility fosters mutual respect and understanding, promoting a more equitable therapeutic relationship.

Embracing Diverse Perspectives

Embracing diversity is central to decolonizing counseling practices. This involves recognizing and appreciating the varied cultural, racial, ethnic, and gender identities that individuals carry with them into the counseling room. By understanding the unique cultural histories and lived experiences of clients, counselors can offer more personalized and effective therapeutic interventions. Furthermore, integrating indigenous healing practices and non-Western therapeutic traditions can also be an important aspect of embracing diversity.

Culturally Responsive Counseling Approaches

Developing a culturally responsive counseling approach involves implementing practices that acknowledge, respect, and build upon the cultural identities of clients. This includes understanding the worldviews, cultural values, and belief systems of clients, and incorporating these elements into the therapeutic process.

Florida, with its diverse population including significant Latinx, African-American, and Caribbean communities, can especially benefit from culturally responsive counseling. Offering language options other than English, utilizing culturally relevant metaphors, or considering familial and community involvement are all part of this approach.

Addressing Power Imbalances

The power dynamics inherent in the therapeutic relationship can further marginalize clients from diverse backgrounds. Thus, decolonizing counseling also means addressing these power imbalances. Counselors must strive to create a therapeutic space that empowers clients, allows for shared decision-making, and respects the client's agency.

Promoting Social Justice

Decolonizing counseling practices is intrinsically tied to social justice. It involves recognizing and addressing systemic inequities that impact mental health. Counselors, as advocates, can play a significant role in promoting social justice by working towards equitable access to mental health services, and by challenging the societal prejudices and stereotypes that contribute to mental health stigma. As part of their commitment to social justice, counselors can engage in outreach programs, partner with community organizations, or contribute to policy development to ensure that mental health services are accessible, affordable, and culturally sensitive.

In conclusion, the decolonization of counseling practices is not just an essential evolution of the counseling profession, but a necessary step towards fostering mental health equity in Florida and beyond. The cultural humility, responsiveness, and advocacy that underpin this paradigm shift have the potential to make counseling more inclusive, effective, and just. As the world continues to diversify, so too must our approaches to mental health and wellness.



New FCA Division!

Florida Association for School Counselors (FASC)

We are thrilled to announce the creation of the Florida Association for School Counselors (FASC), a new platform within FCA dedicated to advancing the profession of school counseling across our state. As advocates for the educational, career, personal development and mental health of students, we recognize the need for a specialized community that supports and empowers school counselors.

FASC has been granted probationary approval for a two-year period to establish itself as an invaluable resource for all school counselors in Florida. During this time, we will focus on building a vibrant community, offering relevant professional development, and advocating for the interests of school counselors.

Our goal is to provide you with a dedicated space for networking, collaboration, and sharing best practices. FASC will host workshops, webinars, and other activities tailored to the unique needs of school counselors, offering opportunities to enhance your skills, stay informed about industry trends, and connect with fellow professionals.

We invite you to join us on this exciting journey as we contribute to shaping the future of school counseling in Florida. Your involvement and insights are crucial to the success of FASC. We encourage you to become a founding member, contribute your expertise, and help us build a strong and vibrant community that elevates the role of professional school counselors across our state.

Subsequently, we have added FASC to our membership application. For those joining, they will have the opportunity to join. For our current members, if you wish to add this Division to your profile, please contact Vickie Leeming, FCA Office Manager, and she will send you the appropriate invoice to do so.

Together, we will create an association that supports your professional growth, amplifies your voice, and contributes to the positive impact you have on the students you serve. Thank you for your dedication to the field of school counseling. We look forward to welcoming you to the Florida Association for School Counselors and embarking on this exciting journey together.

Warm regards,

Raul Machuca, Ph.D.
Florida Counseling Association, President 2023-2024

**Decolonizing Counseling: Embracing
Cultural Diversity and Inclusive Practices in
Florida**

**Galaxina G. Wright, Ph.D., NCC,
President, Florida Career Development Association 2023-2024**

Integrating culturally responsive approaches, addressing power imbalances, and promoting social justice in the career counseling profession is crucial for providing equitable and effective services to clients from diverse backgrounds. Currently, the state of Florida faces many political controversies and threats to cultural diversity that have significantly influenced the world of work. For instance, Florida legislation related to reproductive health care facilities and practices has impacted medical professionals' career decisions on whether or not they want to pursue this specialty practice. Another example includes Florida's decision to ban socioemotional learning from schools, leaving some teachers and school counselors with tough decisions regarding their curriculum and engagement with students. Considering these recent changes, career counselors in Florida are tasked more than ever to be knowledgeable in understanding how the diversity of their clients influence their counseling relationship, the career resources and guidance they provide, and the skills they implement for assisting them with unique needs and barriers. Therefore, the Florida Career Development Association (FCDA) provide three strategies to assist career counselors with decolonizing their practices with clients:

(a) Cultural Competence and Awareness:

Career counselors hold an obligation to obtain knowledge about diverse cultures, worldviews, and the impact of cultural values on career choices (National Career Development Association, 2015). By actively understanding clients' backgrounds, career counselors have an opportunity to implement cultural humility and respect the career pathways and decisions of clients with differing views and opinions.

Career counselors are encouraged to engage in ongoing self-reflection and examination of biases and assumptions related to the intersecting identities of their clients. Examples of this include journaling their interactions with clients post counseling sessions or processing feelings of countertransference with their supervisor during supervision sessions.

Utilizing narrative career counseling techniques to explore clients' unique life stories, values, and cultural influences can be influential to developing motivation for the client as they continue their work with career counselors. When clients feel their stories have been heard, they can reflect more deeply on their preferred ways of living and working (Taylor & Savickas, 2016). In addition, empowering clients to redefine their career narratives in ways that align with their cultural identities.

(b) Power Imbalances:

Career counselors can foster a welcoming environment that values collaboration and shared decision-making between themselves and their clients. This is first done by understanding clients' intersecting identities and acknowledging how cultural differences between the counselor and the client have the potential to influence their relationship (Multicultural and Social Justice Counseling Competencies; MSJCC, 2016).

Address power dynamics in counseling relationships and empower clients to express their needs and preferences. This can be done by providing several options for career assessments and allowing clients to decide which one best serves them in their current stage of career development or exploration. This differs from traditional career counseling methods where the career counselor makes the executive decisions on which assessments to disseminate to clients. Further, assessment tools that are culturally appropriate and consider diverse experiences, languages, and communication style.

(c) Social Justice & Cultural Advocacy:

Incorporating discussions of social justice issues into career counseling sessions is vital in helping clients connect their career aspirations to broader societal goals. This goes beyond securing employment, but explores and identifies meaning making, a sense of purpose, and values. This also includes acknowledging and providing resources addressing the potential trauma associated with negative experiences that clients have endured within work institutions and organizations (i.e., racism, sexism, microaggressions, etc.) and understanding how this may influence their future career decisions (Wright & Chan, 2022).

Encourage clients to consider careers that contribute to social change and equity, especially since many work organizations enact systems of oppression (Sullivan et al., 2021). As such, career counselors should address various dimensions of identity such as race, gender, sexual orientation, socioeconomic status, ability, and religion in ongoing career counseling conversations. Career centers have the opportunity to train on cultural intersectionality and sensitivity to enhance career counselors' understanding and respect clients' cultural backgrounds. This can be incorporated by having career centers including diversity trainings and conferences for career counseling interns within their annual budget.

We believe that by integrating these practices into their work, career counselors can slowly tear down culturally insensitive practices. Finally, career counselors should keep in mind that laws and regulations can change over time, so it's essential that career counselors consult official Florida state sources and legal experts for the most current and accurate information regarding Florida legislation.

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FCA 74th Annual Fall Convention

FLORIDA COUNSELING ASSOCIATION

74TH ANNUAL CONVENTION



Resilience Amidst the Storm



SAVE THE DATE | SEPTEMBER 28-30, 2023 | TAMPA, FL

We are excited to be returning to an in-person venue this year and look forward to seeing our colleagues face-to-face in the near future! We have some updates for you!

Pre-Convention

Our theme for our Thursday, September 28 Pre-Convention is: "Fostering the Resilience of LGBTQ Children, Adolescents and their Families." This will be a training sponsored by Sunserve. We will be offering 3 hours of continuing education. For those interested in attending our Pre-Convention, there is an additional fee of \$50.00. This will be an optional added charge on our registration form.

Convention

Starting on Friday, September 29, at 8:30 p.m. we will offer focused educational sessions with an afternoon hour provided to hear Poster Sessions or to participate in Roundtable presentations (1 CE available) or visit our exhibitors! Then we repeat it all again on Saturday!

The Early Bird Registration Deadline has been Extended!

So don't miss this opportunity to save by
Thursday, September 7 (until Midnight EST).

Register [Here!](#)

FCA 74th Annual Fall Convention

Keynote Speaker:

Christian D. Chan (he, him, his), PhD, NCC is an Assistant Professor in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro and a proud Queer Person of Color. His interests revolve around intersectionality and the effects of oppression on career development and access to counseling. Dedicated to mentorship for leaders and scholars, he has actively contributed to over 75 peer-reviewed publications in journals, books, and edited volumes and has conducted over 150 refereed presentations at the national, regional, and state levels. He currently serves as Associate Editor for Teaching and Supervision in Counseling.



Plenary Speaker:

Dr. Lotes Nelson is a Licensed Clinical Mental Health Counselor, a Board Approved Clinical Supervisor, and a National Certified Counselor. She is also an award recipient of the prestigious National Board for Certified Counselor Doctoral Minority Fellowship. Dr. Nelson serves as a member of the Association for Creativity in Counseling Board of Directors and a previous member of the Florida Counseling Association and the Licensed Professional Counselors Association of North Carolina Board of Directors along with her many leadership roles in the mental health field and community-at-large. Notably, Dr. Nelson received The Samuel T. Gladding Inspiration and Motivation Award to recognize her inclusive practice through humility, collaboration, creativity, and expression through growth-fostering connections and cooperation. Most recently, she was awarded the Association for Humanistic Counseling 2023 Joe and Lucille Hollis Publication Award.



Counseling the African American Student-Athlete

**Regina M Sneeze, Graduate Student
Florida Atlantic University**

ABSTRACT

The following report critiques an article from Jonathan Howe and Marc Johnston-Guerrero titled *Moving Beyond the Question of Education or Exploitation: Dynamic Experiences of Black Male Student-Athletes*. Generating revenue is engrained in power and privilege and prioritized over the educational mission of teaching and learning for black male student-athletes; deconstructing academic and athletic capitalism because these systems and structures are partly rooted in repressive to susceptible populations is essential. Examining the literature critically about the exploitation of BMSAs is essential to understand the dynamic between education and exploitation better. However, it is essential to examine the literature concerning the schooling of BMSA through different lenses to understand this dynamic between education and exploitation better. Delgado and Stefancic outline several tenets when discussing CRT in the legal realm: the belief that racism is normal and ordinary, interest convergence/material determinism, the social construction of race, intersectionality/anti-essentialism, and the importance of voice and the counter-narrative. The following critical race theory tenet is outlined inside higher education, and the focus of this review is the intercentricity of race and racism. In addition to challenging these problematic claims, a commitment to social justice with the objectives of "the elimination of racism, sexism, and poverty and the empowering of subordinated minority groups" is evident in CRT. "The voice of color" tenet allows historicism challenges and societal examinations by the targeted population expertise. The following report critiques an article from Jonathan Howe and Marc Johnston-Guerrero (2021) titled *Moving Beyond the Question of Education or Exploitation: Dynamic Experiences of Black Male Student-Athletes*. This report will evaluate the study's literature review, methods, results, and discussion sections.

Counseling the African American Student-Athlete

Literature Review

Critical race theory (CRT) argues that black male student-athletes can experience education and exploitation. This article, *Moving Beyond the Question of Education or Exploitation: The Dynamic Experiences of Black Male Student-Athletes*, argues that both can happen. The article highlights dominant perspectives and offers a counter-story. Approaches that institutions can take to serve the black male athlete better are also discussed. Generating revenue is engrained in power and privilege and prioritized over the educational mission of teaching and learning for black male student-athletes; deconstructing academic and athletic capitalism because these systems and structures are partly rooted in repressive to susceptible populations is essential. Examining the literature critically about the exploitation of BMSAs is essential to understand the dynamic between education and exploitation better.

The dominant one is apparent by examining literature's central themes. However, it is essential to examine the literature concerning the schooling of BMSA through different lenses to understand this dynamic between education and exploitation better. As Comeaux and Harrison have noted, "The inability to distinguish between these multiple influences on achievement has often led to assumptions about student-athletes too often presenting them as the angle of the deficit." We now highlight themes in the literature from a more critical viewpoint toward the exploitation of BMSAs. Singer's second theme in relation to the BMSA experience was a different approach. The amount of care demonstrated by BMSA's student-athlete support staff differed from that of their white colleagues. These findings reflect previous study results and provide a wake-up call for those involved in collegiate athletics. Discrimination is a reality for BMSA, especially given society's and institutions' racist nature.

Counseling the African American Student-Athlete

The literature on BMSA emphasizes the inherent racism in society. Furthermore, Bimper highlighted the BMSA experience's uniqueness in the context of race. Contrary to the dominant viewpoint, the CRT view of BMSA throws new light on this population's experiences. We constructed a composite to handle this issue and extend Singer's work.

Method

One of critical race theory's (CRT) most prominent figures, Derrick Bell, pointed out that CRT's anti-racism commitment exceeds affirmative action, civil rights, integration, and other liberal measures. CRT is a theoretical framework and analytical tool for analyzing the literature on Black Male Student-Athletes (BMSA). Employing CRT allows scholars to critically examine hegemonic powers such as collegiate athletic departments and institutions of higher education and how they perpetuate the status quo power structures that work against Black student-athletes (Howe et al., M., 2021). There is an assumption that this ideology assesses those dominant powers which act in the interest of their powers unless another option dramatically benefits them. Delgado and Stefancic outline several tenets when discussing CRT in the legal realm: the belief that racism is normal and ordinary, interest convergence/material determinism, the social construction of race, intersectionality/anti-essentialism, and the importance of voice and the counter-narrative. These tenets are related to those traditionally used in higher education. The following critical race theory tenet is outlined inside higher education, and the focus of this review is the intercentricity of race and racism. Though the wording and the utilization of certain tenets may vary across scholars and fields, the objectives of CRT are similar (Howe et al., M., 2021).

CRT's goals are to re-examine racism in society through storytelling, acknowledging racism as a societal inheritance while working to eliminate racial suppression and create elemental correlations between race and dominance areas. As relevant literature about the black male student-athletes' experience is reviewed, the tenet of interest convergence is added along with the use of tenet two. The second tenet ensures CRT challenges dominant ideologies, which in education often come in claims of objectivity, race-neutral practices, meritocracy, equal opportunity, and colorblindness, which is precisely what CRT challenges and critiques. In addition to challenging these problematic claims, a commitment to social justice with the objectives of "the elimination of racism, sexism, and poverty and the empowering of subordinated minority groups" is evident in CRT. "The voice of color" tenet allows historicism challenges and societal examinations by the targeted population expertise.

Experiential knowledge and voice of color come in the form of counter stories. These counter-stories offer "a method of telling the stories of those people whose experiences are not often told," which leads to exposing and challenging the dominant narratives. In addition to these tenets offered by Solorzano and Yosso, we include the notion of interest convergence. As we reviewed the Education or Exploitation literature on BMSAs, these tenets became a lens to inform our scholarly arguments toward dismantling dominant ideologies that tend to take a deficit approach to BMSAs (i.e., seeing disparities or struggles as inherent to individuals and not a fault of systems/structures). At the heart of this paper is providing a counter-narrative to the dominant perspective, thus offering a summary of the dominant perspective found in the literature reviewed. In general, counter-narratives are important means to document and share how race influences the educational experiences of people of color, whose stories counter the stories of the privileged that are considered normal and neutral (Miller et al., A. F. 2020).

Result and Discussion

The Education or Exploitation CRT framework offers strategies to disrupt the structures and policies oppressing Black athletes. These strategies include self-identity awareness, positive social engagement, and balanced time management. Self-identity awareness is implemented through race-related discussions, including focusing on racial microaggressions. Positive social engagement allows student-athletes to find purpose outside of their athletic ability while giving them a chance to create and foster relationships within the community. Gragg and Flowers (2014) found that fraternity involvement positively influenced BMSAs as it connected them with community service opportunities and allowed BMSAs to gain a sense of brotherhood away from their athletic team. The EBA framework is a call to action for universities to enforce the 20-hour rule, which limits student-athletes' practice time to 20 hours per week. Porter (2019) argued that institutions must assist this population with time management plans. Gaston-Gayles et al. (2015) argued that effective practices should be implemented to improve the academic success of BMSAs.

Dominant perspectives place the source of BMSA experiences solely on the BMSAs themselves, suggesting that BMSAs should value their opportunities. Statistics place BMSA scores lower than their white counterparts and lower than other black students on college campuses. College athletics viewpoint is just a way to get a free education, and the dumb jock stereotype portrays these athletes as illegitimate students with no academic qualifications. The mainstream perspective proclaims that BMSAs should be grateful for the opportunity to receive an education, seen as an invaluable gift to these student-athletes. Sports are used as a platform for larger purposes. Being an athlete and the role played by the student is discussed. There is a consideration with the overidentification of the student-athletes whereby they become consumed with themselves, their sport, and their abilities, where it takes over their everyday lives. In all, there is evidence to suggest that Black males in revenue-generating sports constitute a subpopulation of athletes that appear to have reduced academic outcomes (e.g., GPA, graduation rates) compared to their collegiate peers (Vereen et al., 2015). These hurt the student's academic side and become a vicious circle. For black male students, the level of success in their lives is most often directly correlated to their success as an athlete. Students of the same race with related stories and challenges bond more quickly due to the similarities.

The college environment for student-athletes encompasses everything that may affect their time on campus. Research has shown that race indirectly impacts GPA through other related factors. Singer (2005) highlighted two emerging themes in the experiences of BMSAs: the lack of opportunity and the notion of being treated differently. The athletic system's exploitative nature takes advantage of the athletic ability of BMSAs while detrimentally their other identities and development. Bimper and Harrison (2011) noted that race and sport have become inseparable and that academic clustering and lack of Black individuals in leadership roles negatively impact their career development. Additionally, there is a perceived power dynamic where Black people must prove themselves.

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Embracing Diversity: Decolonizing Counseling Practices in Florida

Luis Hines, Ph.D., LMHC, LPC

In the increasingly multicultural landscape of Florida, counseling professionals are confronted with the essential task of not only understanding diverse cultural norms but also challenging the dominance of Eurocentric perspectives in the provision of mental health services. This article aims to explore the importance of decolonizing counseling practices, addressing power imbalances, and advocating for social justice within the field.

The Necessity of Decolonizing Counseling

Decolonization, in the context of counseling, signifies the process of acknowledging and dismantling the colonizer-colonized dynamics within therapy. The legacy of colonialism has left indelible marks on our mental health systems, privileging certain cultural perspectives and devaluing others. Traditional counseling models often uphold Western, Eurocentric norms, including individualism, independence, and linear notions of time and progress. These may not resonate with the experiences, values, or worldviews of culturally diverse clients, thus limiting the efficacy of treatment and potentially perpetuating harm.

Decolonizing counseling demands the inclusion of diverse cultural perspectives. This is particularly crucial in Florida, a state renowned for its multiculturalism, with communities hailing from Latin America, the Caribbean, and beyond. A decolonized approach allows for the validation of these unique experiences, ensuring every individual can seek help in a culturally responsive and empathic environment.

Culturally Responsive Counseling Approaches

The path towards culturally responsive counseling lies in education, introspection, and practice. Counselors must strive to understand the cultural background of their clients, examining how it may influence their perceptions of mental health and help-seeking behaviors. This calls for the creation of safe spaces where clients can share their lived experiences without fear of judgment or misunderstanding.

Training programs should prioritize cultural competence, emphasizing the significance of understanding and respecting cultural differences. Moreover, there must be an effort to recruit therapists from diverse cultural backgrounds, thereby reducing potential power imbalances and promoting representation.

Addressing Power Imbalances

Power dynamics play a significant role in therapeutic relationships. Traditional models of therapy tend to perpetuate hierarchies between the therapist as the expert and the client as the one in need of help. However, this approach can undermine the client's autonomy and agency, leading to a disempowered experience.

Decolonizing counseling involves acknowledging and confronting these imbalances. Counselors must strive to co-construct the therapeutic journey with their clients, positioning themselves as facilitators rather than sole authorities. They should validate clients' cultural knowledge, empower them to make their own decisions, and honor their resilience and strengths.

Promoting Social Justice

Social justice is the backbone of decolonized counseling. It requires a commitment to fighting systemic inequalities that disproportionately affect marginalized communities. This involves advocating for equitable access to quality mental health care, reducing stigma, and challenging discriminatory practices within the profession and broader society.

In Florida, counselors can contribute to social justice by engaging with their local communities, forming partnerships with community-based organizations, and using their platforms to raise awareness about mental health issues.

Conclusion

Decolonizing counseling practices is a continuous journey, not a destination. It necessitates constant reflection, unlearning, and relearning to challenge the dominant cultural norms and uphold the dignity and diversity of all clients. As we strive to decolonize counseling in Florida, we must remember that every step taken towards cultural responsiveness, equity, and social justice makes a significant difference in the lives of those we serve.



Announcements!

Call for Members: Florida Counseling Association Publications Committee!

Are you passionate about shaping the discourse within the field of counseling? Do you have a keen eye for content development and a desire to contribute to the growth of the counseling community? If so, the Florida Counseling Association (FCA) invites you to join the Publications Committee!

About FCA Publications Committee: The FCA Publications Committee plays a pivotal role in coordinating the publication of the FCA Guidelines Newsletter, a cornerstone of our association's communication. This committee is a dynamic platform for individuals who are dedicated to fostering the exchange of knowledge, insights, and best practices within the counseling profession. As a committee member, you will actively contribute to shaping the content, style, and direction of the newsletter, helping us stay at the forefront of the latest developments in counseling.

Committee Responsibilities:

- Collaborate with fellow committee members to brainstorm, curate, and develop content for the FCA Guidelines Newsletter.
- Assist in reviewing and selecting articles, features, and contributions to ensure they align with FCA's mission and values.
- Contribute to content creation, including writing articles, interviews, reviews, and more.
- Coordinate with authors, editors, and designers to ensure timely production and publication of the newsletter.
- Provide valuable feedback and insights to enhance the quality and impact of the newsletter.

How to Apply:

If you're enthusiastic about advancing the counseling profession through impactful publications and content development, we encourage you to apply. Please send an email expressing your interest to FCA Office Manager, Vickie Leeming, at flaoffice@flacounseling.org.

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Guidelines Newsletter



FCA Contact

FCA Mailing Address:
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Website: <https://www.flacounseling.org>

Newsletter Submissions

As an FCA Member, you are welcomed and encouraged to submit an article, announcement, and/or professional celebration in the newsletter.

Please contact Vickie Leeming, FCA Office Manager, at fcaoffice@flacounseling.org for more information regarding submissions.

If submitting articles, please submit articles for the FCA Guidelines Newsletter to fcaoffice@flacounseling.org