Record Nr. UNINA9910574094203321 Developing anti-racist practices in the helping professions: inclusive **Titolo** theory, pedagogy, and application / / edited by Kaprea F. Johnson [and three others] Cham, Switzerland: ,: Springer, , [2022] Pubbl/distr/stampa ©2022 **ISBN** 3-030-95451-X Descrizione fisica 1 online resource (532 pages) Disciplina 305.800241583 Soggetti Anti-racism Racisme Psicoteràpia Serveis socials Assessorament psicològic Llibres electrònics Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Intro -- Contents -- Notes on Contributors -- List of Figures -- List of Tables -- 1: Introduction -- Understanding Racism Within Helping Professions -- The Need for Interdisciplinary Integration -- Structure and Outline -- References -- Section I: Antiracist Helping Professions Theoretical Underpinnings -- 2: Introduction to Anti-Racist Theories --Introduction -- Antiracist Paradigms -- Critical Race Theory -- Critical Consciousness -- Intersectionality -- Conclusion -- References -- 3: The Importance of Culturally Responsive and Afrocentric Theoretical Frameworks-A Call for More Inclusive Curriculum in Counselor Education -- Introduction -- The Prioritization of Eurocentric Models

in Counseling Theory Instruction -- Cultural Competencies

Relevance to Counselor Educators -- Recommendations

and Demographics of Counselors in Training -- Health Disparities and Mistrust -- Black Psychology Theory and Afrocentric Paradigms --

for an Antiracist Curriculum -- Chapter Summary -- Conclusion -- References -- 4: Antilinguicist Schools, Antilinguicist Systems --

Introduction -- Why Language? -- What Does It Mean to Be Antilinguicist? -- Teacher Practice -- Elementary School -- Preschool -- Administrator Practice -- Policy -- Where Do We Go from Here? -- References -- 5: Moving Beyond Performative Allyship: A Conceptual Framework for Anti-racist Co-conspirators -- Introduction -- Purpose of Chapter -- Allyship Literature -- Problematic Anti-racist Teacher Education Practice(s) and Implementation -- Higher Education -- Need for Change -- Social Movements -- Co-conspirator Is a Verb -- A Conceptual Framework for Anti-racist Co-Conspirators -- Anti-Racism -- Co-conspirators -- Critical Race Feminism -- Towards an I-ARC Conceptual Framework -- Reflection on the Effectiveness of Practice(s) -- Moving Forward -- Conclusion -- References.

6: Service or Saviorism: Deconstructing Benevolent Racism in the Helping Professions -- Contextualizing Systemic Racism and Related Oppression in the Helping Professions -- White Supremacy Culture and Saviorism -- Internalized Superiority -- Exceptionalism and Respectability Politics -- Identity Development -- Helms's White and People of Color Racial Identity Development Models -- Professional Identity and Liberalism -- Practical Implications -- Deconstructing Pathological Myths -- Evolving Beyond Egocentrism -- Utilizing Racial Identity Development and Interaction Models for Power Analysis --Conclusion -- References -- Section II: Antiracist Pedagogy in Helping Professions -- 7: Antiracist Pedagogy for Helping Professionals -- A Critical Race Examination of the United States Helping Professions --White Supremacy -- Endemic Nature of Racism Within Helping Professions -- Resistance to Dismantling White Supremacy -- Antiracist Pedagogy -- Introduction of Antiracist Interprofessional Collaboration -- Engaging in Antiracist Pedagogy Across Helping Professionals --References -- 8: The Linguistic Gospel Truth: Implementing Inclusive Language Practices for Navigating the Educational Space --Introduction -- Linguistic Facts and How Language Actually Works --The Mainstream Model of Language Education in America -- The Linguistic Gospel Truth -- Linguistic Equality: An Antiracist Model of Language Education -- Looking Ahead: The Promised Land of Language Equality -- References -- 9: Decentering Whiteness in Teaching Psychopathology: Challenges and Opportunities --Introduction -- Challenges: How Course Itself Reflects White Supremacy -- DSM-5 Considerations -- Opportunities: Building an Antiracist Approach -- Practical Tips & Drawn -- Recommendations -- Final Words -- References -- 10: An Antiracist Approach to Social Work Education at HBCUs.

History of Whiteness -- Using Critical Race Theory (CRT) -- Social Work Education: A Call for Antiracist Pedagogy -- Antiracist Social Work Pedagogy -- Why Critical Race Theory (CRT) Essential to HBCU Curriculum -- What Is CRT? -- Critical Race Theory Usage and Implications in Social Work -- Inherent Racism -- Race as a Mechanism for Organizing Society -- Differential Racialization --Conclusion -- References -- 11: Program Practices for Cultivating Antiracist Counselors -- Program Practices for Cultivating Antiracist Counselors -- Antiracist Strategies in Graduate Programming --Attitudes and Beliefs -- Knowledge -- Skills -- Sustaining Community Connections -- Attitudes and Beliefs -- Knowledge -- Skills --Advocacy Recommendations for Professional Practice -- Attitudes and Beliefs -- Knowledge -- Skills -- Conclusion -- References -- 12: Examining Multicultural Pedagogy in Counselor Programs: Recommendations for Enhanced Clinical Competency -- Introduction -- Multicultural Education Pedagogy: Examining Current Practices

and Gaps -- Ineffective Pedagogical Strategies -- Multicultural and Social Justice Competencies (MSJCC) -- CACREP Standards --Recommendations for Best Practice -- Single Course Versus Infusion-Based Model -- Strategies to Enhance MSJCC across CE Programs --Moving Towards a Community Service Learning (CSL) Standard of Practice -- Antiracist Pedagogical Frameworks -- Broaching --Critical Race Theory and Intersectionality Theory -- Relational Cultural Theory -- Summary -- Case Illustration -- Conclusion -- References -- 13: Strategies for Implementing Antiracist Frameworks in Teaching Materials for Health Professions -- Introduction -- Race & Dr. Racial Disparities in Health Professions Teaching Materials: Current State --Case Study: Evaluation of One Nursing Program's Textbooks --Planning -- Extraction -- Findings -- Race & D. Racial Disparities in Health Professions Teaching Materials: Future State -- Recommendations for Textbook Editors and Authors --Recommendations for Professional Organizations and Societies --Recommendations for Universities and Academic Programs --Recommendations for Faculty -- Conclusion -- References -- Section III: Antiracist Helping Professions in Application -- 14: Breaking Strongholds: Equity Centering in Helping Approaches -- Setting the Stage: What Is Equity-Centered Care? -- Promoting the Avenue: An Introduction to Interprofessional Collaboration -- Achieving Anti-Racist Practices: Equity-Centered Interprofessional Frameworks --Wellness Care -- Holistic Care -- Social Determinants of Health --Multicultural Frameworks -- Interprofessional Commitment to Equity-Centered Practices -- Transforming Holistic Care into Equity-Centered Practices -- Chapter Summary -- References -- 15: Voices from the Field of School Counseling: Promoting Anti-Racism in School Settings -- Anti-racism in School-Based Mental Health -- Historical Overview of Racism in Education -- Mental Health in Public Education -- Anti-Racism Versus Cultural Competence -- Systems Thinking --Anti-Racist Action Steps for Helping Professionals -- Action Steps for the Individual -- Action Steps for the Microsystem -- Action Steps for the Mesosystem and Exosystem -- Conclusion -- References -- 16: "There Isn't a Racist Bone in My Body!": A Case Study on Fostering Anti-Racism in School Counseling -- Introduction -- Anti-Black History of Education in the U.S. -- Anti-Black History of the School Counseling Profession -- Overview of the ASCA Ethical Standards -- ASCA National Model -- Gifted Education -- Special Education -- Discipline --Opportunity Gap -- Student-Athletes -- Case Study -- Implications --Acknowledging the Anti-Black History of the U.S. Acknowledging the Anti-Black History of School Counseling --Centering Anti-Racist Counseling Theories as a Foundational Practice -- Moving Beyond Critical Self-Reflection -- Listening to Black Students, Families, and Communities -- Advocating for Anti-Racist Curricula in Schools -- Deciding What You Are Willing to Risk --Holding Yourself and Others Accountable -- Conclusion -- References -- 17: Antisemitism and Islamophobia: Old and Dynamic Racisms --The Current Problem -- Background on Antisemitism -- Background on Islamophobia -- History and Features of Antisemitism -- Difficulty in Defining Antisemitism -- The Holocaust for American Jews and Identity Development -- Antisemitism Meaning -- History and Features of Islamophobia -- Islam as Monolithic and Static -- Islam as Separate and Other -- Islam as Inferior -- Islam as the Enemy --Islam as Manipulative -- Racism Against Muslims Is Justified -- Muslim Critiques of the West Are Invalid -- Anti-Muslim Discourse Is Normal --Conclusion -- References -- 18: Diversity, Equity & amp -- Inclusion Training in a New Key: Adapting a Race-Class Lens for the Helping

Professions -- Approach of This Chapter: The Race Class Lens -- Positionality Statement -- A Critical Examination of DEI: Theoretical and Empirical Reviews -- Limitations of "Cookie Cutter" Knowledge, "Zero-Sum" Framing, and the Focus on the Individual -- Limitations of Psychologistic Bias and Rigid Conceptions of the Self as Intractable to Change -- Empirical Support for DEI: Yes and No, Caveats and Concerns -- Dialogical Approaches to DEI: The Case of Intergroup Dialogue -- Racial Fear Ideology, Inequality, and Public Goods -- A Crown of Thorns: A Dynamic Theory of Privilege and Suffering -- The Race-Class Lens -- Conclusion and Training Implications -- References.

19: Antiracism and Health: An Action Plan for Mitigating Racism in Healthcare.