



“EXTENDING  
ADVOCACY:  
GLOBAL OUTREACH,  
CRITICAL  
CONSCIOUSNESS,  
AND PRAXIS

*Hosted by:  
Association for Multicultural Counseling and  
Development*

*Rosebank Hotel  
Johannesburg, South Africa  
June 21, 2007*



Association for  
Multicultural Counseling and Development

Providing global leadership, research, training and development of multicultural counseling professionals with a focus on racial and ethnic issues.

June 2007



Greetings !!!

Welcome to the AMCD Professional Outreach in South Africa 2007 - another “**Professional Opportunity of a Lifetime**”....the AMCD theme for 2006-2007. And, what a spectacular finish to a most productive year and a spectacular beginning for yet another year of stellar professional opportunities through AMCD!!

We are most happy that you have opted to participate in this wonderful venture. A prime objective for the Association for Multicultural Counseling and Development is providing global leadership, research, training and development of multicultural counseling professionals with a focus on racial and ethnic issues. We clearly recognize the importance of outreach and cultural competence in service delivery and we applaud your interests in helping us fulfill that mission.

Congratulations are also extended to President Elect Cirecie West-Olantunji and the Outreach Committee for their outstanding efforts in coordinating this opportunity. We hope that this truly proves to be a “**Professional Opportunity of a Lifetime**” for each of you; and, that you return invigorated and empowered to lead the profession in a myriad of ways. Perhaps you will even consider participating in our AMCD Leadership Institute in June 2008!!!

Best Wishes for a Wonderful and Productive Experience.....

Beverly J. O'Bryant, PhD  
AMCD President

# A♦C♦E♦S

Association for Counselor  
Education and Supervision

A Division of the  
American Counseling Association

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May 23, 2007

Dear Colleagues:

Hello. On behalf of the Association for Counselor Education and Supervision (ACES), it is our pleasure to extend greetings to all of you who are participating in the International Conference on "Extending Advocacy: Global Outreach Critical Consciousness, and Praxis." We are so excited to have been asked to co-sponsor the conference and we wish we could have joined you in this important meeting.

We are very grateful to the leadership of the Association for Multicultural Counseling and Development (AMCD) for their efforts to provide venues to expand our collective understanding of models of effective outreach and advocacy. We thank them for all the work they put into organizing this conference and the trip to Botswana and South Africa. The information that will come from this experience will make a significant contribution to the efforts of counselor educators and supervisors to be able to infuse outreach into advocacy and for counselor educators and supervisors to be incorporating these issues in their training programs.

We are sure that the conference will provide participants with an ideal setting for a variety of interested persons to come together to share not only their concerns but to examine possible resolutions to those concerns by sharing information on models and approaches for effective outreach and service delivery. We are equally sure that this will be a wonderful time to form new collaborative efforts and we look forward to being part of future work.

Sincerely,



Harriet L. Glosoff, Ph.D.  
ACES President (2006-2007)  
E-mail: [hglosoff@virginia.edu](mailto:hglosoff@virginia.edu)



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*Association for Multicultural Counseling & Development*

**CONFERENCE PROGRAM**

**“Extending Advocacy: Global Outreach,  
Critical Consciousness, and Praxis”**

Rosebank Hotel

**Johannesburg, S. Africa**

**June 21<sup>st</sup>, 2007**

**8:30a.m. Plenary Session**

**9:00a.m. Keynote Speaker: *Dr. Gargi Roysircar-Sodowsky***

**10:00a.m. Symposium Dr. Kent Butler, Discussant**

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**Eric Davis**

**Title:** Creating a positive school environment: Using choice theory to reach every student

**Abstract:**

A major principle recognized in all cultures involves relationships and building strong connections and self-concepts, especially in educational settings. Dr. Glasser’s Choice Theory focuses on developing encouraging and appropriate relationships to create environments conducive to learning regardless of age, race, gender, or culture. The purpose of this presentation is to explain and offer an array of ideas and techniques to prepare educators to create a positive school environment using Choice Theory.

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**Rachael Goodman**

**Title:** Disaster Response Counseling Outreach: Critical Consciousness, Praxis, and Cultural Competence

**Abstract:**

This paper presentation will deliver the results of a study which examined the experiences of counseling students engaged in disaster relief counseling research. The outreach was conducted using critical consciousness, through which students to engage in critical self-reflection and knowledge construction throughout the outreach experienced. Results of the study showed that through engaging in praxis, outreach participants developed critical consciousness, dialectic and reflection skills, and cultural competence.

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**Whitney Nobles and Eric Davis**

**Title:** Working with School-Aged Children Affected by Domestic Violence:

**Abstract:**

This article aims to explore the potential implementation of domestic violence prevention and education programs in urban middle schools. The effects and cultural implications of this epidemic on school-aged children are explored. Developmental issues are examined and similar programs are critiqued. Finally, we aim to develop a program appropriate for middle school curricula and examine the potential effects it might have on the mental health and development of diverse student populations.

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**Tiffany Sanders**

**Title:** Bridging Theory to Practice: Promoting Parent Involvement in South African Schools

**Abstract:**

The purpose of this presentation is to underscore the benefit of parent involvement, to highlight strategies that have been deemed effective in increasing parent involvement in the American education system, and to assess whether they are feasible to implement in the South African education system. This presentation will also take into consideration the economic, political, and educational instability present in South Africa that can hamper parent involvement and attempt to provide suggestions that are culturally relevant and sensitive.

**12noon Luncheon Program w/Speaker: *Dr. Cirecie West-Olatunji***

**2:00p.m. Paper Presentation**

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**Judy Lewis, Ph. D.**

**Title:** The Advocacy Competencies in Action

**Abstract:**

The American Counseling Association Advocacy Competencies will be reviewed. The competencies address counselor advocacy behaviors at three levels: (a) the student or client, (b) the school/community level, and (c) the larger public arena. The presenters will provide examples of effective practice at all three levels, with the “larger public arena” expanded to include a project with an international scope.

### 3:00p.m. Poster Sessions

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#### **Sejal Mehta**

**Title:** Parenting Practices Among Parents/Guardians of Academically Successful Children in High Poverty Communities

**Abstract:**

While the underachievement of African-American children is of persistent concern to educators, parent involvement appears to have significant ameliorating effects on achievement. Using a qualitative approach, the author interviewed low-income African-American parents of academically successful elementary school children about their parenting practices. The findings of the investigation support current parent involvement research and provide culturally-specific knowledge related to spirituality and the use of shared narratives. The implications suggest that parent education programs for African-American parents may benefit from an emphasis on collectivism and strength-based approaches.

*In absentia*

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#### **Adriana Baratelli**

**Title:** Eating Disorders in the Hispanic Client: Toward Culturally Sensitive Research, Assessment and Treatment

**Abstract:**

Contrary to previous belief, eating disorders are prevalent across all cultures. In fact, Hispanic women have been identified as one of the cultural groups with the highest rates of eating disturbances. This presentation addresses aspects that counselors and scholars must consider when researching, diagnosing and treating clients from this cultural group. The role of acculturation, oppression and cultural identity development on the assessment and treatment of eating disorders is emphasized.

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#### **William Conwill, Ph. D.**

**Title:** HIV/AIDS Intervention: Ubuntu in Africa and Black America

**Abstract:**

How do we integrate and transform knowledge about Africans and African Americans into HIV/AIDS intervention practices and attitudes to improve the quality of services and produce better outcomes? This paper explores issues of cultural competence against the background of autoethnographic and ethnographic narratives, and proposes the principle of ubuntu for HIV/AIDS intervention in African and African American populations.

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**Kimberly Frazier, Ph. D.**

**Title:** Disaster Mental Health: Best Practices and Professional Modeling

**Abstract:**

Presenter will discuss best practices when conducting clinical outreach in disaster situations. Presenter will discuss current counselor training for those providing disaster outreach and common misconceptions/assumptions clinicians make when providing mental health outreach. Presenter will propose a best practice model that incorporates multicultural considerations, counselor identity, and training considerations.

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**3:30p.m. Closing Session**

**6:00p.m. Reception** [location: tba]

## **Dr. Gargi Roysircar-Sodowsky**

**Professor and Director of Diversity Issues**  
*Department of Clinical Psychology*

**Director of the Multicultural Center**  
*Department of Clinical Psychology*



Gargi Roysircar received her doctorate in educational and counseling psychology at Texas Tech University. She is the Founding Director of the Multicultural Center for Research and Practice at Antioch New England Graduate School, New Hampshire, and is Professor in the Department of Clinical Psychology. She does research on the interface of acculturation and ethnic identity with the mental health of immigrants and ethnic minorities, worldview differences, multicultural competencies and training in professional psychology, and multicultural assessment and instrumentation.

She has authored several journal articles and chapters on these topics and her instrument, the Multicultural Counseling Inventory, is the most frequently cited instrument among published multicultural competency scales.

Dr. Roysircar has recently been involved in tsunami recovery efforts in Tamil Nadu, India, and is now focusing on education in disaster trauma and psychosocial skills specific to disaster work. She is a Fellow of the American Psychological Association (APA) and a Past President of the Association for Multicultural Counseling and Development. She is the editor of the Journal of Multicultural Counseling and Development.

She was awarded the 2002 Extended Research Award of the American Counseling Association. Prior to moving to Antioch New England in 2000, Dr. Roysircar taught in the counseling psychology program in the Department of Educational Psychology at University of Nebraska-Lincoln.

## Dr. Cirecie West-Olatunji

**Assistant Professor**

*Department of Counselor Education*



Cirecie A. West-Olatunji, Ph.D. currently serves as Assistant Professor of Counselor Education at the University of Florida. Dr. West-Olatunji formerly held the position of Program Director/Assistant Professor of the Counseling program at Xavier University of Louisiana. Her teaching responsibilities currently include: Counseling in Community Settings and Multicultural Counseling & Development in addition to assigned individual and group supervision experiences. Her teaching philosophy: "Teaching is the ultimate form of the dissemination of research. As such, the classroom is a human laboratory in which student and instructor co-construct their learning experiences in a reciprocal fashion using critical thinking, self-reflection, and instructional techniques grounded in theory."

Nationally, Dr. West-Olatunji has initiated several clinically-based research projects as co-director and co-founder of the University of New Orleans-Xavier University Joint Research Centers for Multiculturalism & Counseling. She is the co-author of, *Future Vision, Present Work*, a book focusing on diversity in early childhood as well as several journal articles and book chapters related to multicultural counseling and education.

Internationally, Dr. West-Olatunji has provided consultation and training to the Buraku Liberation Movement in Osaka, Hiroshima, Tottori, and Fukuoka cities in **Japan** in the area of culturally relevant anti-bias education for young children. She has also provided consultation in **Singapore** in the area of multicultural pediatric counseling. Cirecie West-Olatunji has served as an educational consultant to Public Broadcasting Service (PBS) in the creation of a children's television show ("**Puzzle Place**") focusing on diversity through KCET-TV in Los Angeles, CA.

Dr. West-Olatunji is a graduate of **Dartmouth College** and attended Teachers College of **Columbia University** where she pursued graduate studies in the area of Multicultural Counseling Psychology. Dr. West-Olatunji holds a doctorate degree in Counselor Education from the **University Of New Orleans**.

Dr. West-Olatunji is a licensed professional counselor as well as marriage and family therapist. She is also a state-approved (LA) domestic and family mediator.

# ACA 2008 Annual Conference & Exposition

Honolulu, Hawaii

March 26-30, 2008

New for the 2008 conference, education sessions will be listed by level in the program guide. The two levels will be Introductory and Advanced.



- **Introductory** – Participants should have some basic knowledge of the specific content area but do not need to have in-depth knowledge or skills; the education session will add to their basic knowledge of the topic.
- **Advanced** – To benefit fully, participants should have substantial working knowledge or skills in the specific content area. Typically, they currently use that knowledge and skill in their jobs, and the education session will refine and expand their current expertise.

**ACA is actively seeking advanced programs and has reserved slots for advanced level Learning Institutes and Education session proposals.**

Please continue to visit the ACA Conference website for more information!

## Future Conference Locations

2008 -- Honolulu - March 26-30  
2009 -- Charlotte - March 19 -23  
2010 -- Pittsburgh - March 18 - 22

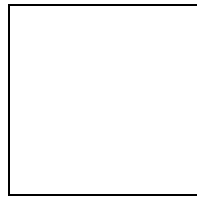


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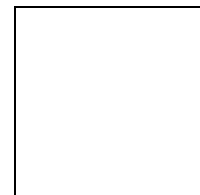
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**Catherine Emihovich, Ph.D., Professor and Dean**

The College of Education at the University of Florida has a long and honorable history. It will celebrate its centennial in 2006. Its faculty has been pioneers in the community college movement and the middle school movement, in science education and counselor education, in teaching children with special needs and in perfecting methods of research, both qualitative and quantitative. Its five-year programs for teacher education, called PROTEACH/Proteach, were among the first of their kind and are still among the best. Our 84 full-time faculty are responsible for preparing more than 350 teachers, counselors, and school psychologists each year; they teach more than 1200 full-time undergraduate and graduate students each year; in a typical year they produce some 250 publications; and their outreach extends to schools and classrooms throughout Florida and provide professional leadership to organizations and agencies with national and international missions. Prospects for future achievements look bright. A host of promising young assistant professors have joined us in the past few years. Our involvement in doctoral studies and funded research continues to expand. PROTEACH/Proteach programs are constantly being revised to meet the needs of 21st century classrooms. We are cooperating with other units in the University and other state agencies to address the critical needs for teachers, principals, and other educators. Our outreach efforts have increased dramatically, and we are asserting our commitment to struggling schools and struggling teachers intensively. The success of our graduates, the national recognition of our programs, the significance of our history, and the promise of future achievements all are sources of our pride.

**College of Education's Mission and Engaged Scholarship**

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

Engaged scholarship is a burgeoning movement among American universities and colleges, and it is the core principle of a transformation the College of Education is implementing in its research, teaching and service programs. The philosophy broadens the concept of scholarship and academic research to reject the issues and concerns of society at large. UF education faculty members are involved in an increasing number of outreach activities that contribute to improved schools and student learning, while addressing important social and community issues. Here are just a few examples:

- UF “professors-in-residence” embed themselves in classrooms throughout Florida to help high-poverty schools boost teacher retention and student achievement.
- Professors partner with public school educators to devise ways to include more students with disabilities in regular classrooms.
- UF education faculty with the Center for School Improvement lead workshops across the state, allowing Florida teachers and administrators to collaboratively assess their own teaching practices and share what they have learned about school improvement.

Engaged scholarship is based on a strong belief in the power of education to make a difference in our world. Through collaborations with school districts, government agencies and community organizations, we can prepare the next generation of scholars, teachers and citizens as change agents for a more just and democratic society.

*"Preparing tomorrow's exemplary counseling professionals"*

- Entry-level and Doctoral programs in Mental Health Counseling, Marriage and Family Counseling, and School Counseling and Guidance
- Ranked #2 nationally among Counseling & Personnel Services programs for 2008 by U.S. News and World Report. The 11<sup>th</sup> consecutive year of ranking in the top 5.
- All programs fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- School Counseling and Guidance programs accredited by the National Council for Teacher Education (NCATE )
- Beta Chapter was second chapter established in Chi Sigma Iota international counseling honor society.
- Over 40 years of theses and dissertations produced by counselor education graduates.

*Building on a Legacy of Leadership and Service*

Department faculty and alumni have forged a legacy of leadership and service to the counseling profession. They have been involved integrally in the development of accreditation standards for counselor training, licensure in Florida for mental health and marriage and family therapists, Chi Sigma Iota, and shaping of the modern school counseling movement. Currently, our faculty are conducting scholarship and service activities that help globalize counseling, improve family-school relationships, and address mental health needs of individuals, couples, families, and communities. What role will you play in building our legacy of leadership and service?

*Faculty*

- **Ellen Amatea, Ph.D.**, Professor, Program Coordinator, Mental Health and Marriage & Family
- **Jim Archer, Ph.D.**, Professor
- **Mary Ann Clark, Ph.D.**, Associate Professor, Program Coordinator, School Counseling & Guidance
- **William Conwill, Ph.D.**, Assistant Professor
- **Harry Daniels, Ph.D.**, Professor and Department Chair
- **Andrea Dixon Rayle, Ph.D.**, Assistant Professor
- **Silvia Echevarria-Doan, Ph.D.**, Associate Professor
- **Kitty Fallon, Ph.D.**, Assistant Scholar, Admissions & Clinical Coordinator
- **Michael Garrett, Ph.D.**, Associate Professor
- **Larry Loesch, Ph.D.**, Professor
- **Pete Sherrard, Ed.D.**, Associate Professor, Graduate Coordinator
- **Sondra Smith-Adcock, Ph.D.**, Associate Professor
- **Edil Torres Rivera, Ph.D.**, Associate Professor
- **Cirecie West-Olatunji, Ph.D.**, Assistant Professor

## **New Orleans Outreach as a Precursor to Africa Outreach August 2006**

The New Orleans Outreach Project (NOOP) was created in order to provide culturally competent disaster relief counseling to those impacted by Hurricane Katrina. In August 2006, seven students and one faculty member from the University of Florida joined with students and faculty from Antioch University and University of New Orleans to offer counseling services to personnel, teachers, and students at a K-8 charter school in New Orleans. Careful training and supervision of the participants ensured that the counseling services provided to this population were culturally competent. The outreach also enabled the participants to achieve personal and professional transformation and to become more effective and empowered counselors.

The 2007 AMCD & ACES South Africa / Botswana Outreach was developed based on the New Orleans Outreach Project. This outreach was successful in both providing appropriate services to a community in need and also enhancing the clinical skills of the participants. Thus, organizers sought to employ the same theory to an international outreach project. Participants were again trained and supervised to ensure cultural competence and to address issues specific to working in Southern Africa. The objective of this trip will be to provide culturally competent counseling and training to individuals and communities in South Africa and Botswana. Further, participants are expected to develop as culturally competent, effective counselors through this outreach experience.

## **Acknowledgements**

The University of Florida's Department of Counselor Education and the AMCD South Africa Tour participants would like to thank the following for their support, time, and monetary contributions:

Association for Multicultural Counseling and Development (AMCD)

Association for Counselor Education and Supervision (ACES)

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University of Florida's College of Education

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