

RESOURCES: "'Minding' My Body: Race, Mental Health and Student-Athletes of Color"

We hope you were able to join us for that event live on May 25, 2021. If you missed it, you can now watch the session on the Steve Fund's YouTube Channel by following this [link](#).

Below please find a list of resources that were suggested by our panelists or shared by participants during the conversation. We hope these will be a valuable resource to you!

1. National Association of Black Social Workers: Code of Ethics
<https://www.nabsw.org/page/codeofethics>
2. ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek
Endorsed by the ACA Governing Council
PDF Attachment
3. Deepa Iyer's The Map: Social Change Ecosystem
<http://deepaiyer.com/the-map-social-change-ecosystem/>
4. The Scientist: How Isolation Affects the Brain, by Catherine Offord, July 2020
<https://www.the-scientist.com/features/how-social-isolation-affects-the-brain-67701>
5. Be Vocal: The Bystander Intervention Initiative of The University of Texas at Austin
https://www.wellnessnetwork.utexas.edu/BeVocal/bv_contactus.html
Contact: sahtiya.hammell@austin.utexas.edu
6. Big Ten Mental Health & Wellness Cabinet
https://bigten.org/sports/2021/2/12/Mental_Health.aspx
7. Center for Race & Ethnicity in Sport
Dr. Ketra Armstrong, Director
<https://www.kines.umich.edu/research/labs-centers/center-race-ethnicity-sport>

FEATURED EXPERTS:

Dr. Ketra Armstrong, PhD
ketra@umich.edu
[@UMKines](#)



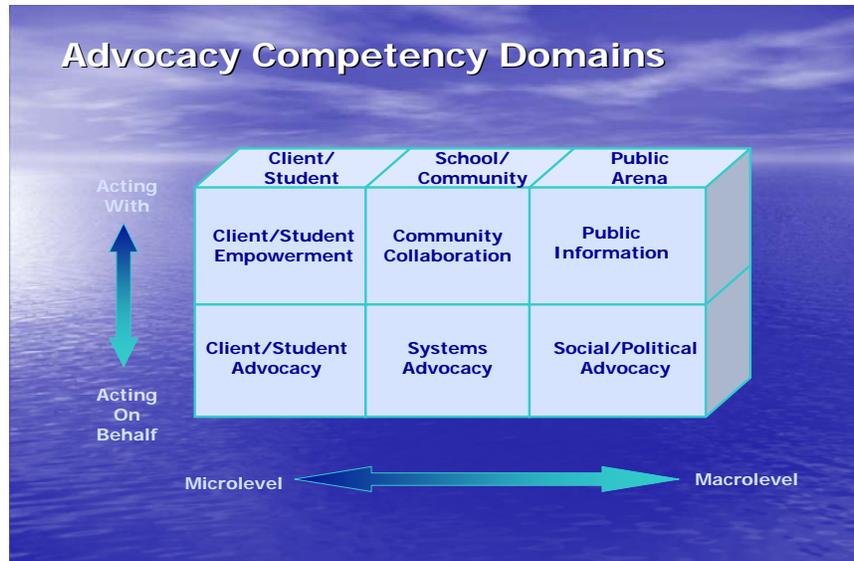
Dr. Caroline M. Brackette, LPC, ACS, NCC
BRACETTE_CM@Mercer.edu
[linkedin.com/in/drcaroline-m-brackette \](https://www.linkedin.com/in/drcaroline-m-brackette/)

Dr. Abigail Eiler, LMSW
rowea@umich.edu
[@abigaileiler7](https://twitter.com/abigaileiler7)

Dr. Wilsa Charles Malveaux, MD, MA
Dr.Wilsa@WCMSportsPsych.com
[@WCMSSportsPsych](https://twitter.com/WCMSSportsPsych)

Dr. Kweku Ramel Smith, PhD, LP
RKS@athletics.wisc.edu
[linkedin.com/in/blaquesmith](https://www.linkedin.com/in/blaquesmith)
Twitter: [Blaquesmith2](https://twitter.com/Blaquesmith2)
FB: Psychological Consultative Services, LLC

We invite you to visit stevelfund.org for more information and resources.



ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek

Endorsed by the ACA Governing Council March 20-22, 2003

Client/Student Empowerment

- An advocacy orientation involves not only systems change interventions but also the implementation of empowerment strategies in direct counseling.
- Advocacy-oriented counselors recognize the impact of social, political, economic, and cultural factors on human development.
- They also help their clients and students understand their own lives in context.
This lays the groundwork for self-advocacy.

Empowerment Counselor Competencies

In direct interventions, the counselor is able to:

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/student.
3. Recognize the signs indicating that an individual's behaviors and concerns reflect responses to systemic or internalized oppression.
4. At an appropriate development level, help the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.

Client/Student Advocacy

- When counselors become aware of external factors that act as barriers to an individual's development, they may choose to respond through advocacy.
- The client/student advocate role is especially significant when individuals or vulnerable groups lack access to needed services.

Client/Student Advocacy Counselor Competencies

In environmental interventions on behalf of clients and students, the counselor is able to:

8. Negotiate relevant services and education systems on behalf of clients and students.

9. Help clients and students gain access to needed resources.
10. Identify barriers to the well-being of individuals and vulnerable groups.
11. Develop an initial plan of action for confronting these barriers.
12. Identify potential allies for confronting the barriers.
13. Carry out the plan of action.

Community Collaboration

- Their ongoing work with people gives counselors a unique awareness of recurring themes. Counselors are often among the first to become aware of specific difficulties in the environment.
- Advocacy-oriented counselors often choose to respond to such challenges by alerting existing organizations that are already working for change and that might have an interest in the issue at hand.
- In these situations, the counselor's primary role is as an ally. Counselors can also be helpful to organizations by making available to them our particular skills: interpersonal relations, communications, training, and research.

Community Collaboration Counselor Competencies

14. Identify environmental factors that impinge upon students' and clients' development.
15. Alert community or school groups with common concerns related to the issue.
16. Develop alliances with groups working for change.
17. Use effective listening skills to gain understanding of the group's goals.
18. Identify the strengths and resources that the group members bring to the process of systemic change.
19. Communicate recognition of and respect for these strengths and resources.
20. Identify and offer the skills that the counselor can bring to the collaboration.
21. Assess the effect of counselor's interaction with the community.

Systems Advocacy

- When counselors identify systemic factors that act as barriers to their students' or clients' development, they often wish that they could change the environment and prevent some of the problems that they see every day.
- Regardless of the specific target of change, the processes for altering the status quo have common qualities. Change is a process that requires vision, persistence, leadership, collaboration, systems analysis, and strong data. In many situations, a counselor is the right person to take leadership.

Systems Advocacy Counselor Competencies

In exerting systems-change leadership at the school or community level, the advocacy-oriented counselor is able to:

22. Identify environmental factors impinging on students' or clients' development
23. Provide and interpret data to show the urgency for change.
24. In collaboration with other stakeholders, develop a vision to guide change.
25. Analyze the sources of political power and social influence within the system.
26. Develop a step-by-step plan for implementing the change process.
27. Develop a plan for dealing with probable responses to change.
28. Recognize and deal with resistance.
29. Assess the effect of counselor's advocacy efforts on the system and constituents.

Public Information

- Across settings, specialties, and theoretical perspectives, professional counselors share knowledge of human development and expertise in communication.
- These qualities make it possible for advocacy-oriented counselors to awaken the general public to macro-systemic issues regarding human dignity

Public Information Counselor Competencies

In informing the public about the role of environmental factors in human development, the advocacy-oriented counselor is able to:

30. Recognize the impact of oppression and other barriers to healthy development.
31. Identify environmental factors that are protective of healthy development.
32. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
33. Communicate information in ways that are ethical and appropriate for the target population.
34. Disseminate information through a variety of media.
35. Identify and collaborate with other professionals who are involved in disseminating public information.
36. Assess the influence of public information efforts undertaken by the counselor.

Social/Political Advocacy

- Counselors regularly act as change agents in the systems that affect their own students and clients most directly. This experience often leads toward the recognition that some of the concerns they have addressed affected people in a much larger arena.
- When this happens, counselors use their skills to carry out social/political advocacy.

Social/Political Advocacy Counselor Competencies

In influencing public policy in a large, public arena, the advocacy-oriented counselor is able to:

37. Distinguish those problems that can best be resolved through social/political action.
38. Identify the appropriate mechanisms and avenues for addressing these problems.
39. Seek out and join with potential allies.
40. Support existing alliances for change.
41. With allies, prepare convincing data and rationales for change.
42. With allies, lobby legislators and other policy makers.
43. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.