

# A MATTER OF EQUITABLE CARE

CENTERING ETHICS, ADVOCACY, & JUSTICE IN  
PROFESSIONAL PRACTICE

*DR. KIMBERLY BURDINE (SHE/HER)*



# OBJECTIVES

Critically examine and discuss professional values related to ethics, advocacy, and justice

Apply professional ethics, advocacy guidelines, and justice lens to clinical services, prevention, supervision, and administration/leadership

Create a framework for personal and professional values, mission, and vision for advocacy in professional role/practice

# LET'S AGREE...

---

***Confidentiality is essential.***

---

Participate with openness, curiosity, and mutuality.

---

Be accountable for the impact of your participation.

---

<sup>3</sup>  
Affirm cultural identity and individual differences.

---

Hold compassionate for yourself and others.

---

***Take care of your emotional and physical needs in the space.***

**QUESTIONS  
THAT NEED  
ANSWERS...  
*COLLECTIVELY***

What have been major hurdles for the mental health professional in the past 3 years?

In what ways has the sociopolitical climate impacted mental health?

How have equity and justice been promoted within our professions?

What populations are impacted most by the sociopolitical climate?

# QUESTIONS THAT NEED ANSWERS... *INDIVIDUALLY*

What have been major hurdles *for you* as a mental health professional in the past 3 years?

In what ways has the sociopolitical climate impacted *your* mental health?

5

How have equity and justice been promoted within your practice?

What have your clients needed in response to the sociopolitical climate?

# STRESS IN U.S.A.

(APA, 2019)

- Unhealthy amounts of stress
- Dissonance related to media consumption
- U.S.A. at “lowest point they can remember”
- Political climate, healthcare and mass shootings top stressor
  - Healthcare costs\*
  - Climate change/global warming
  - Sexual harassment
  - Changing abortion laws
  - Immigration
  - Discrimination a source of stress\*
  - Work and money



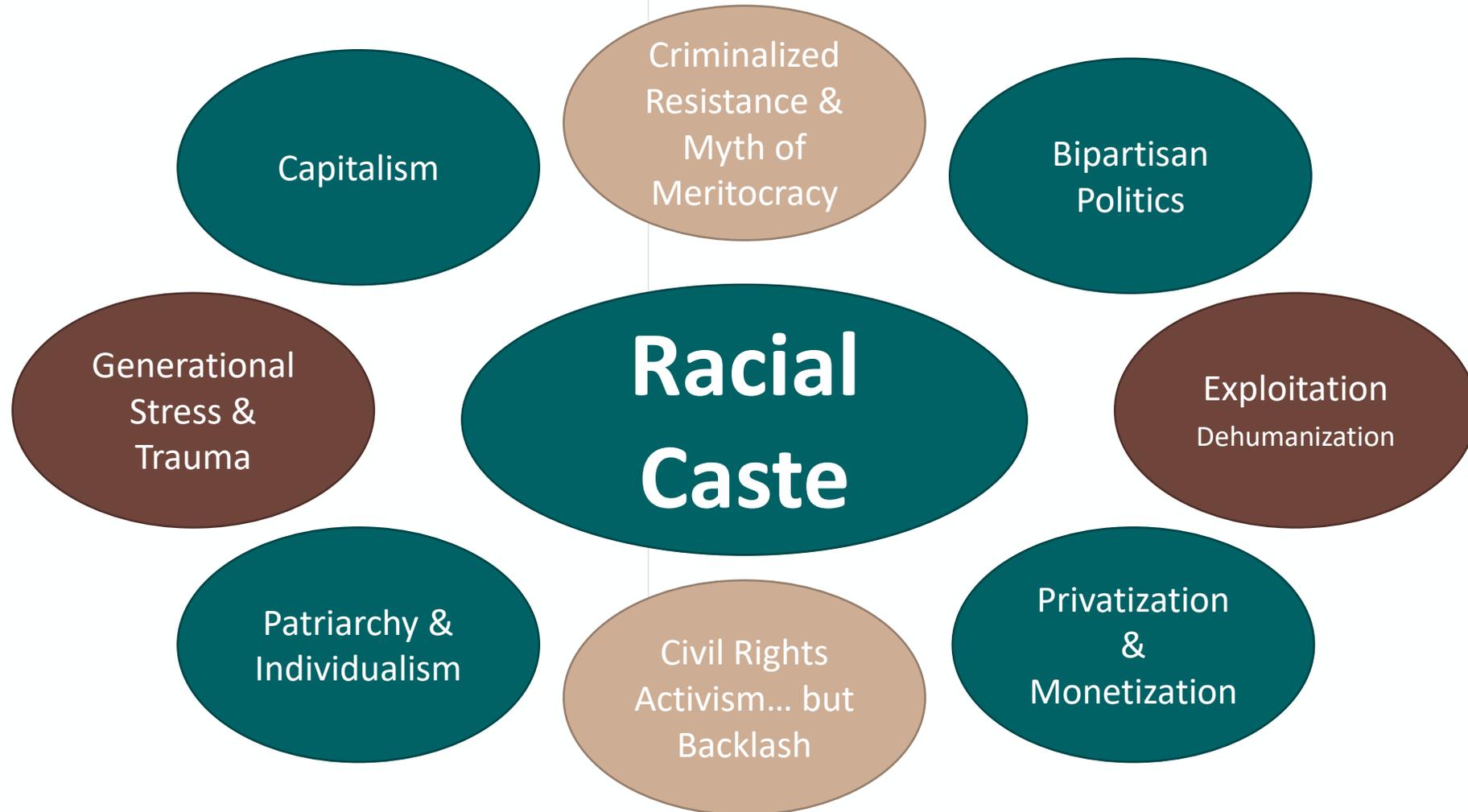
wayne.jpg  
@35mmPapi

Update. It's not together. Idk what I smelled.

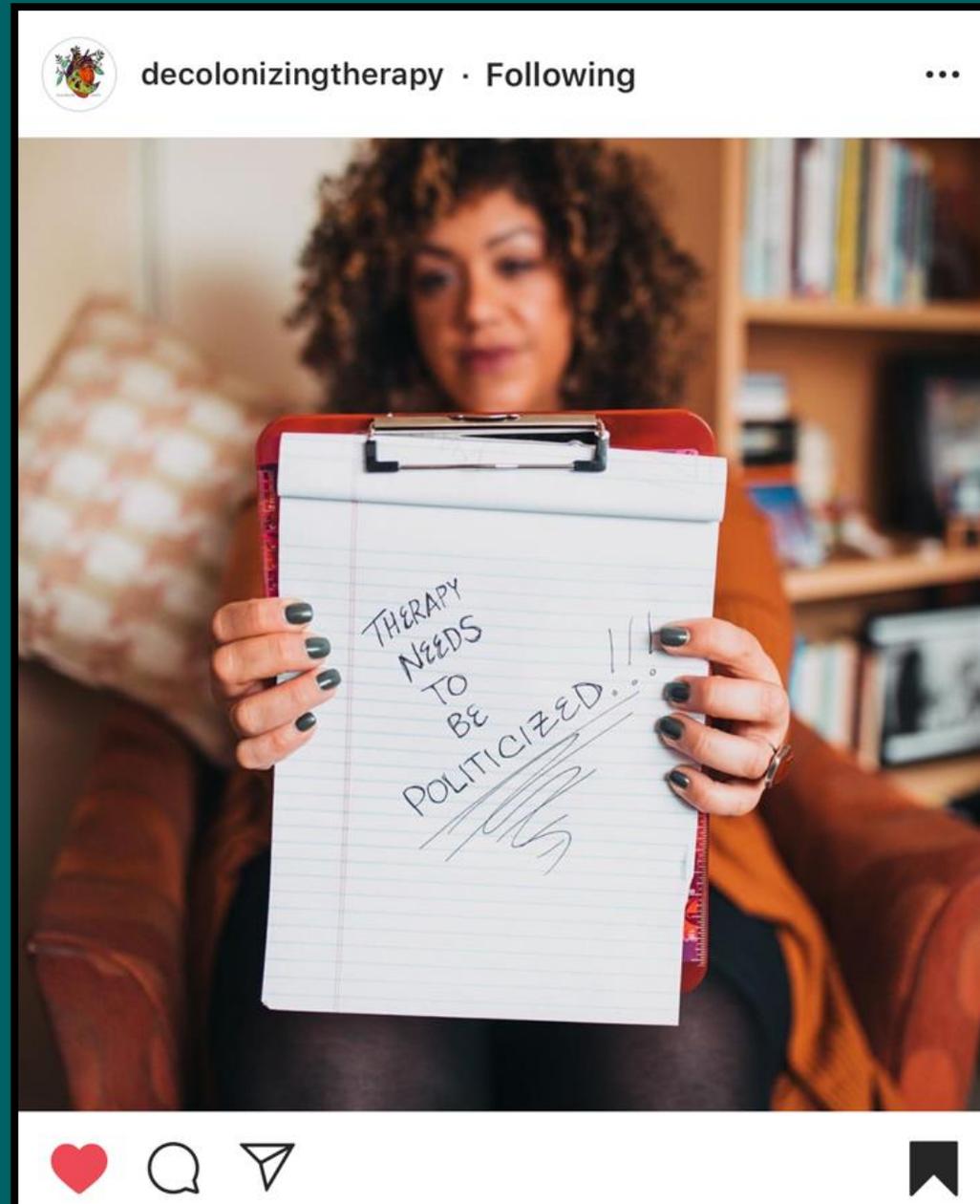
wayne.jpg @35mmPapi

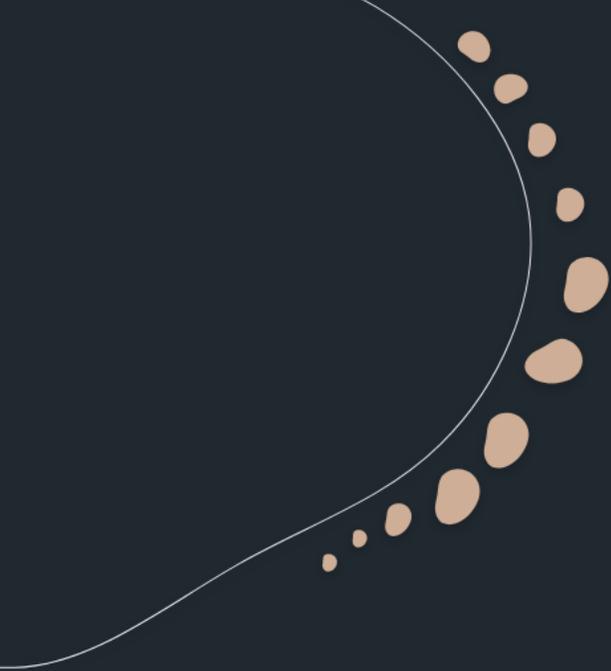
I'm so close to getting my life together. Like I can smell it.

# SOCIOPOLITICAL CLIMATE



And...





# PULLING FROM THE ROOT

DEFINING & REDEFINING ADVOCACY & JUSTICE  
IN MENTAL HEALTH PRACTICE



# DIVERSITY & INCLUSION V. EQUITY & SOCIAL JUSTICE (STEWART, 2017)

- **Diversity asks**, “Who’s in the room?” **Equity responds**: “Who is trying to get in the room but can’t? Whose presence in the room is under constant threat of erasure?”
- **Inclusion asks**, “Has everyone’s ideas been heard?” **Justice responds**, “Whose ideas won’t be taken as seriously because they aren’t in the majority?”
- **Diversity asks**, “How many more of [pick any minoritized identity] group do we have this year than last?” **Equity responds**, “What conditions have we created that maintain certain groups as the perpetual majority here?”
- **Inclusion asks**, “Is this environment safe for everyone to feel like they belong?” **Justice challenges**, “Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?”
- **Inclusion celebrates** awards for initiatives and credits itself for having a diverse candidate pool. **Justice celebrates** getting rid of practices and policies that were having disparate impacts on minoritized groups.

# ETHICAL PRACTICE CONSIDERATIONS

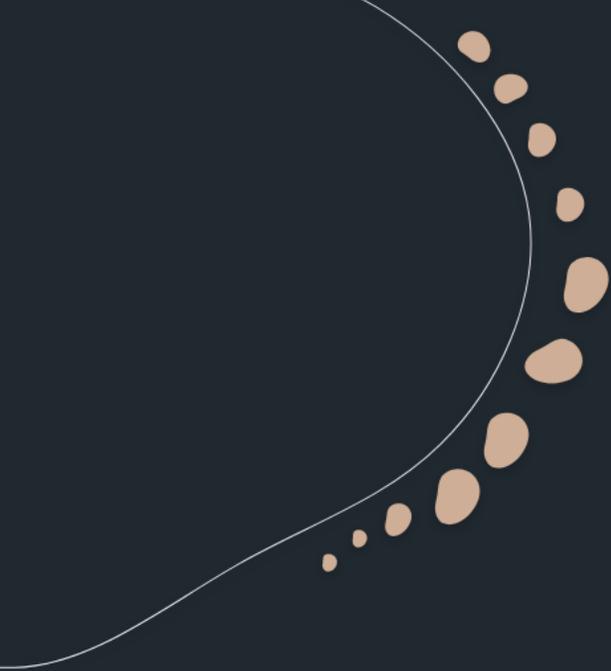
- Activism
- Accomplice
- Ally
- Advocate (noun)
- Advocate/Advocacy (verb)
- Assessment
- Belonging
- Board membership
- Boundaries
- Breach
- Clinical Documentation
- Collaboration
- Community mental health
- Compensation
- Confidentiality
- Continuing education
- Coordinator
- Court order
- Crisis
- Culture
- Data driven
- Diagnoses
- Director
- Disability justice
- Dual relationship
- Employee handbook
- Empirical support
- Equity
- Ethical dilemma
- Ethical violation
- Evaluation
- Evidence-based
- Fiscal responsibility
- General counsel
- Guidelines
- HR (Human Resources)
- Health insurance
- Hospitalization
- Human Rights
- Illegal
- Immigration status
- Inclusive
- Individual and cultural diversity
- Informed consent
- In-patient care

# ETHICAL PRACTICE CONSIDERATIONS

- Law maker
- Leadership team
- Legalization
- Legislation
- Liability
- Licensure
- Limits to confidentiality
- Lobbying
- Mandated reporting
- Mission
- Morality
- Management
- Networking
- Office culture
- Office policy
- Organizational structure
- Outreach
- Pay equity
- Performance review
- Policy & procedure
- Prevention
- Principles
- Private practice
- Professional development
- Protective order
- Public health
- Quality
- Quantity
- Reform
- Reproductive justice
- Resources
- Risk assessment
- Remote work
- Self-disclosure
- Social justice
- Supervision
- Teletherapy
- Transformation
- Training
- Treatment planning
- Trust
- Uninsured/underinsured
- Values

# DEFINING ADVOCACY & JUSTICE

- Ethical codes
- Practice guidelines
- Client experiences
- Clinician experiences
- Agency history
- Resourcing



# INTEGRATION & APPLICATION

CASE SCENARIOS, PAIRED WORKSHOPPING, &  
REFLECTION



# PSYCHOLOGY OF LIBERATION

- Intervention rooted in affirmation of BIPOC cultural values beyond academic “knowledge”
  - “Attending to the soul and culture” of survivors
  - Healing circles and localized community-based intervention
  - Consciousness development focus in curriculum and admissions
  - Collective resistance against systemic oppression
- Spontaneity and “leaderfull” response to injustice
  - “... spontaneity requires courage, not fearlessness.”
  - Interrupting hierarchical leadership
  - Consistency in use of various influence/positions
  - Unplanned action and advocacy

# TRAUMA-INFORMED CULTURE

- Impact of trauma is nuanced and pervasive, especially complex for BIPOC
- Adaptive self-protection skills impact approach to help-seeking
- Systems, mental health services, are harmful for clients and staff
- Intentional design in every facet of center (not just trauma-specific services)
  - Waiting areas and offices
  - Intake procedure and informed consent
  - Hiring processes and performance evaluation
- Core values of **safety, trustworthiness, collaboration, choice and empowerment**

# FOSTERING SAFETY, TRUST, COLLABORATION, CHOICE & EMPOWERMENT

- “I’m going to be asking some questions that may be difficult to answer because they involve asking about experiences of discrimination. Is there anything that I can do to help make you feel safe to talk about that?”
- “I know you might have had horrible experiences with CPS in the past. So, before you share anything with me that may require me to report to them, I want you to know that you do not have to share anything you don’t want to. You have every right to protect yourself and your family.”
- “During this portion of getting to know you, I want to make sure we go at a pace that is good for you. I’ll check in about that from time to time. Would you also let me know if we need a break or if you want to skip the question?”
- “We just met, and therapy can be very scary for folx, especially if your family has been harmed by social workers, counselors or psychologists in the past. I want you to know that you can disagree with me. You can also tell me to stop. You can also say nothing, and I’ll take that as a sign to move on.”

# SYSTEMIC MENTAL HEALTH



# PROMPTS FOR SCENARIOS

Where are the areas of influence, power in the scenario?

What are potential points of resistance, skepticism, or mistrust?

What resources might be available to address the concerns?

What connections or relationships that can be leveraged in addressing the concerns?

What are the skillsets that might be helpful in addressing the concerns?

During your 2nd individual session with them, your client, Cris, shares with you that they had a weird interaction with a professor. Cris shares that they felt uncomfortable in class, but thinks they might be overreacting. When you ask about the interaction, they share that the professor was showing them the lab equipment they would be using that semester. The professor remarked that the equipment was all new and a big upgrade from the “ghetto” equipment that was being used last year. Cris said it made them feel uncomfortable, but they didn’t say anything.

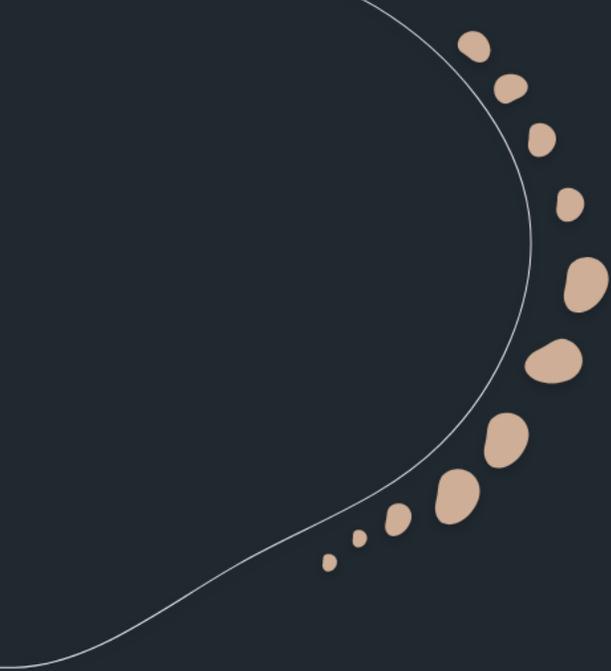
## Scenario #1

One of your colleagues, Avery, appears to be holding back tears in a meeting, but has not shared anything that would indicate why. After the meeting, you approach Avery and offer support if they want to share about anything that is bothering them. They say that they're just not sure that they fit in at the center or in the department. Their client load is larger than they expected and everyone else seems to be managing well and connecting with the other staff. Avery also shares that they are feeling overwhelmed by the number of clients they have with complex trauma. They noted wanting to support their clients but realizing that they are at a breaking point.

## Scenario #2

During a virtual outreach presentation on coping with stress, you use an example referencing protests, specifically noting that there may be times in the current political climate that people feel pulled to both call leaders to action and be frightened by the thought of conflict. Discussion leads a student, Taylor, to disclose that they are stressed by the marginalization that BIPOC people are facing. Another student comments that they believe that things are fine the way they are and that they believe that people are overreacting. You notice Taylor's demeanor change. They were bubbly and energetic at the start of the presentation, but now they appear guarded and turn off their camera.

### Scenario #3



# RESOURCE SHARING

OPEN DIALOGUE, QUESTION & ANSWER



# THERAPY & DISCUSSION GROUPS

The Counseling and Mental Health Center and Gender and Sexuality Center are pleased to announce the launch of a new program.

## FINDING OUR VOICE

### A WOMEN OF COLOR DISCUSSION GROUP



**Dr. Kimberly Burdine** is a psychologist and Black and African American Diversity Coordinator at the Counseling and Mental Health Center. She joined the UT staff in July 2015. Her clinical interests include cultural identity development and preventative treatment and outreach in underserved college populations.



**Ixchel Rosal** has over 20 years of experience providing organizational leadership. She currently serves as the executive director of Student Diversity Initiatives where she oversees the Gender and Sexuality Center: Serving Women and LGBTQ Communities, and the Multicultural Engagement Center.

This group will meet weekly to engage in an affirming, inviting, and authentic discussion around students' experiences as people who identify as women of color on the UT campus. We invite both undergraduate and graduate students to join in the discussion. Participants are welcome to discuss any and all topics that are relevant to their experiences (e.g., race relations, gender equality, media influences on self-esteem/body image, racism, sexism, career development, dating relationships, sexuality). Your privacy will be respected. You are welcome to join and bring a friend.

**Please note:** This discussion group is intended to offer a space for women and women-identified students of color. To ensure that the group offers an affirming space for women of color, leaders will invite the group to explore their racial, ethnic, and gender identity in the context of discussion that affirms the existence and psychosocial impact of racism and sexism.

This group meets on

**MONDAYS at NOON**

**Gender and Sexuality Center  
Conference Room (SAC 2.112)**

**For more information:**

[rosal@austin.utexas.edu](mailto:rosal@austin.utexas.edu)

[kburdine@austin.utexas.edu](mailto:kburdine@austin.utexas.edu)

FEB 2016



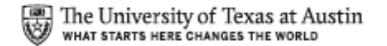
## Soul Siblings: A Healing & Restorative Skill Group for Black Women



for more info:

<http://tiny.cc/soulsiblings>

Spring 2018



## VOICES

Diversity Discussion Groups

### International Student Discussion Group

**Time:** Thursdays 3:30-5pm

**Location:** SSB G1.104

[mthiagarajan@austin.utexas.edu](mailto:mthiagarajan@austin.utexas.edu)

### Queer Voices

**Time:** Wednesdays 12-1:30pm

**Location:** SAC 2.112

[djhannah@austin.utexas.edu](mailto:djhannah@austin.utexas.edu)

### Black Voices

**Time:** Tuesdays 3-4:30pm

**Location:** GWB 3.200A

[kburdine@austin.utexas.edu](mailto:kburdine@austin.utexas.edu)

### Finding Our Voice: A Women of Color Discussion Group

**Time:** Mondays 12-1:30pm

**Location:** SAC 2.112

[sdodoo@austin.utexas.edu](mailto:sdodoo@austin.utexas.edu)

### Asian American Voices

**Time:** Tuesdays 5-6:30pm

**Location:** BUR 560

[ataofoster@austin.utexas.edu](mailto:ataofoster@austin.utexas.edu)

### Latinx Voices

**Time:** Tuesdays 12:30-2pm

**Location:** GWB 1.138

[scolonotero@austin.utexas.edu](mailto:scolonotero@austin.utexas.edu)

- Each discussion group **meets weekly** throughout the semester.
- These are not therapy groups but rather **opportunities for students to connect and engage** in authentic, respectful exploration of topics relevant to their experiences as Black/African-American, Latinx, queer, trans, Asian-American, women of color, and/or international students on UT's campus.
- Your privacy will be respected.
- **Interested students can drop in at any meeting.**
- Contact the group facilitators with questions or to receive reminder emails.

CMHC discussion groups are created in partnership with:

Counseling & Mental Health Center, African & African Diaspora Studies Dept., Center for Asian American Studies, Gender & Sexuality Center, International Office, and Mexican American & Latina/o Studies

# CLINICAL OUTREACH

## Wellness Tuesdays with Dr. Burdine

Dr. Kimberly Burdine (pronouns: she, her, hers), Psychologist and Diversity Coordinator at UT Counseling and Mental Health Center (CMHC), is making herself available to AADS students for consultation, support and counseling! She holds office hours *Tuesdays 9-noon and 1-3 in GWB 3.128* to provide students with information about mental health services on campus.

During *Wellness office hours*, Dr. Burdine visits with *individual or groups of students for 10-15 minutes at a time* to answer questions and provide information about the following:

- Whether or not counseling and/or medication is needed
- How to schedule an appointment for counseling
- What to expect from individual or group counseling
- Who you'll meet with if you come to CMHC
- Signs and symptoms of depression, anxiety, bipolar, and other mental health diagnoses
- What support is available to students who have been assaulted, harassed, or stalked
- How to connect with other students who struggle with similar mental health concerns

This list is not exhaustive, but provides examples of potential topics to discuss. Because of the limits of time and privacy in the office space, *Dr. Burdine might suggest a later or immediate meeting at CMHC or during office hours to better meet your needs*. If you would like to meet with Dr. Burdine simply stop by for *Wellness Tuesdays!*

*Continuing this year, Dr. Burdine will facilitate **Black Voices: A Supportive Group for Black Students Tuesdays 3-4:30 pm in GWB 3.200A***. *Black Voices* is a free, confidential group that meets weekly to engage in safe, inviting, and authentic discussion around students' experiences as Black & African American graduate and undergraduate students on the UT campus. Students are welcome to discuss any and all topics that are relevant to their experiences. There are no limits to what is discussed, and *your privacy will be respected*. You are welcome to join and bring a friend!

Please note that *Black Voices* discussion group is open to *all* Black-identified students, regardless of specific nationality or racial/ethnic background. Leaders will invite the group to explore their racial and ethnic identity in the context of discussion that *affirms* the existence of and psychosocial impact of racism and all other forms of marginalization and systemic oppression.

*All of Wellness conversations are free & confidential*. AADS faculty and professional staff understand the importance of confidentiality and fully support this practice.

*If unavailable for Wellness hours, feel free to call CMHC at (512) 471-3515 or stop by the office at SSB 5<sup>th</sup> floor*. Once connected to a counselor by phone or in-person, explain the nature of your call and request a "Diversity Services Consultation" appointment with Dr. Burdine. Note: There is a \$10 fee for this appointment, as it will be a more comprehensive consultation and link you directly to CMHC services (individual and group counseling, case management, psychiatry, and/or MindBody Lab).

As always, if experiencing a mental health crisis, contact CMHC via phone at (512) 471-3515, stop by SSB 5<sup>th</sup> floor, or nights/weekends at (512) 471-2255. You can also access community and campus emergency services by dialing 911.

CMHC  
UT COUNSELING AND  
MENTAL HEALTH CENTER  
DIVISION OF STUDENT SERVICES



# MENTAL HEALTH & EQUITY PROMOTING PLATFORMS

@decolonizingtherapy

@nedratawwab

@melaninandmentalhealth

@thenapministry

@dr.thema

@adriennemareebrown

@inclusivetherapists

@accesscenteredmovement

@abolish\_time

@yung\_pueblo

@healingblacknarratives

@sonyareneetaylor

@wokescientist

@poonlineclassroom

# REFERENCES

- American Psychological Association (2019). *Stress in America: Stress and Current Events. Stress in America™ Survey*. Retrieved from <https://www.apa.org/news/press/releases/stress/2019/stress-america-2019.pdf>
- Awosan, C. I., Sandberg, J. G., & Hall, C. A.. (2011). Understanding the experience of Black clients in marriage and family therapy. *Journal of Marital and Family Therapy, 37*(2), 153-168.
- Banks, B. (2020). Meet Them Where They Are: An outreach model to address university counseling center disparities. *Journal of College Student Psychotherapy, 34*(3), 240-251.
- Bryant-Davis, T. (2019). The cultural context of trauma Recovery: Considering the posttraumatic stress disorder practice guideline and intersectionality. *Psychotherapy (Chicago, Ill.), 56*(3), 400-408.
- Bryant-Davis, T., Adams, T., Alejandre, A., & Gray, Anthea A. (2017). The trauma lens of police violence against racial and ethnic minorities. *Journal of Social Issues, 73*(4), 852-871.
- Bryant-Davis, T., & Ocampo, C. (2006). Theoretical perspectives: A therapeutic approach to the treatment of racist-incident-based trauma. *Journal of Emotional Abuse, 6*(4), 1-23.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43*(1241), 1241-1299.
- Cross, W. (1994). Nigrescence Theory: Historical and explanatory notes. *Journal of Vocational Behavior, 44*(2), 119–123. <https://doi.org/10.1006/jvbe.1994.1008>
- Elliot, E. E., Bjelajac, P., FalLOT, R. D., Markoff, L.S., & Reed, B.C.. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services for women. *Journal of Community Psychology 33*(4), 461-477.

# REFERENCES CONT.

- Fallot, R. & Harris, M. (2009, April). Creating Cultures of Trauma-Informed Care (CCTIC): A self-assessment and planning protocol. *Community Connections*; Washington, D.C. Retrieved from <https://www.theannainstitute.org/CCTICSELFASSPP.pdf>
- French, B., Lewis, J., Mosley, D., Adames, H., Chavez-Dueñas, N., Chen, G., & Neville, H. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46.
- Hargons, C., Mosley, D., Falconer, J., Faloughi, R., Singh, A., Stevens-Watkins, D., & Cokley, K. (2017). Black Lives Matter: A call to action for counseling psychology leaders. *The Counseling Psychologist*, 45(6), 873-901.
- Harris, M. & Fallot, R. (2001). Using trauma theory to design service systems. *New Directions for Mental Health Services*. San Francisco: Jossey-Bass.
- Krasnow, A. (2019). The new model for student mental health & well-being: Moving beyond traditional services and staffing. *Leadership Exchange*, 16(4), 8-14.
- Mitchell, S. (2019). Emerging trends in college student mental health: A paradigm shift for promoting partnerships, peer support. *Leadership Exchange*, 16(4), 18-22.
- Pieterse, A. , Carter, R., Evans, S., & Walter, R. (2010). An exploratory examination of the associations among racial and ethnic discrimination, racial climate, and trauma-related symptoms in a college student population. *Journal of Counseling Psychology*, 57(3), 255-263.
- Smith, A & Ragouzeos, Z. (2019). Reaching the most vulnerable: Targeted mental health initiatives engage student populations at risk. *Leadership Exchange*, 16(4), 24-31.
- Stewart, D. (March, 2017). *Language of appeasement*. Inside Higher E. <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>
- The Steve Fund & The JED Foundation (2018). Equity in mental health framework. Retrieved from <https://equityinmentalhealth.org/framework/>