

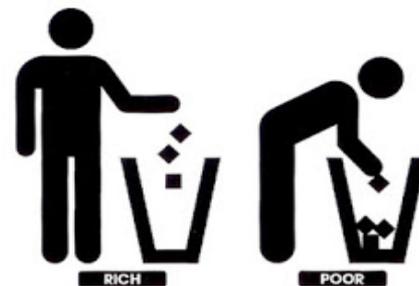
AWARENESS OF CLASSISM THAT BIPOC EXPERIENCE IN HIGHER EDUCATION AND ACKNOWLEDGING THEIR RESILIENCY FACTORS



Lucy Parker-Barnes, *PhD, LPC, CCMHC, NCC*

PRESENTATION OUTLINE

1. History of Classism
2. Recent Study Overview and Analysis
3. Classism and BIPOC
4. Multicultural/Intersectionality Based Counseling Review
5. Inclusive Strategies To Address Classism
6. CCW, Resiliency Factors, and PTG Overview
7. Awareness/Advocacy Needed





HISTORY:

1962: Lack of cultural diversity in counseling identified.

- For Example: No mention in 1st version of *The Code*.

1970s: APA and ACA began making an effort to prepare counselors to be culturally competent.

1980s: Multicultural counseling finally becomes a significant discipline within the profession.

1995: More attention has been given to multicultural considerations.

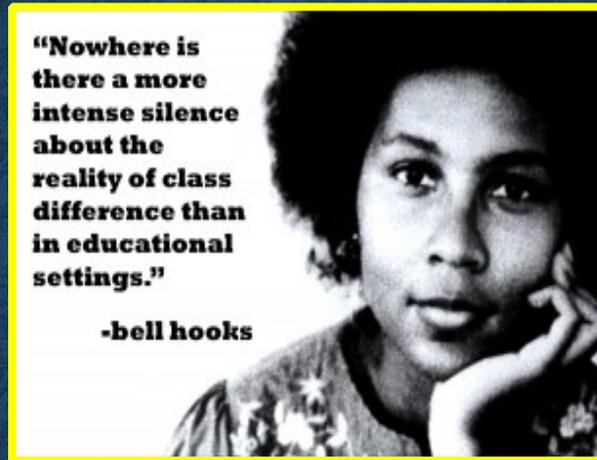
- For Example: ACES and AMCD complete the *Multicultural Counseling Competencies*

2005: Diversity addressed throughout *The ACA Code* and additionally in the Preamble.

2014: The ACA (2014) Code continues to significantly address multicultural competence and honoring diversity; encourages counselors to advocate for clients.

2000s: Increased focus on social justice, advocacy, global literacy, and cultural humility

HISTORY: WHY CLASSISM?



Addressing Current Inequality

- Exclusion has occurred throughout educational history due to isms, including classism, racism, and sexism in both the -12 setting and in higher education (Walters, 2015)

Classism as a Barrier to Future Equality

- Sociopolitical barriers include physical (i.e. money, technology, professional contacts, and proximity to higher education) and psychological barriers (i.e. confidence, eagerness, and self-efficacy)
- Another factor that may be affected by a student's perceived classism is their reported career agency (Eshelman & Rottinghaus, 2015; Thompson, 2008; Thompson & Subich, 2012; Rottinghaus, et al. 2017)

HISTORY: WHY BIPOC, CLASSISM, AND CAREER AGENCY?

- Though increasing population diversity is evident, increases of diversity in higher education are still lagging.
 - Example: In 2016, 54% of university students were White, 13% were Black*, 14% were Hispanic*, and the remaining 15% identified as other than one of these three larger groups (US National Center for Statistics, 2016).
- Discrepancies between society's racial composition in the overall population and education populations catalyzes helpers' need to consider each and all "isms" faced both within and beyond American educational settings (Smith & Schonfeld, 2000).
- Eshelman and Rottinghaus (2015) noted the need to increase educational diversity in higher education. These authors also asserted that education is often a necessary catalyst to occupational achievement.

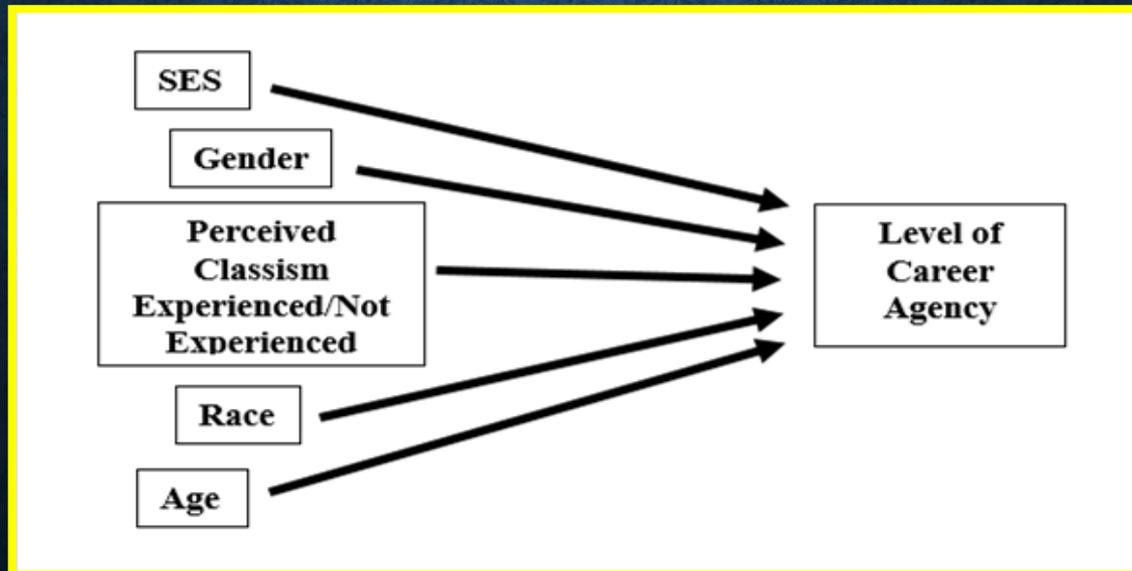
STUDY OVERVIEW:

Multiple Linear Regression Analysis (MRA)

- According to Nishishiba et al. (2014) a multiple regression analysis is defined as “a regression analysis performed when there is more than one independent variable in the regression analysis” (p. 349).

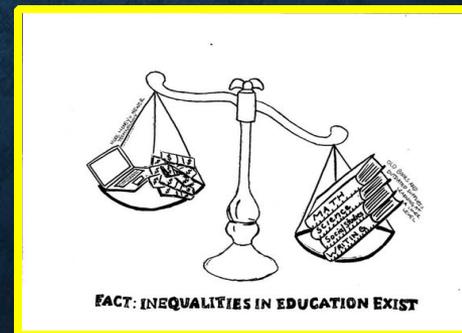
$$\hat{Y} = \beta_0 + \beta_1 + \beta_2 + \beta_3 + \beta_4 + \beta_5 + \varepsilon$$

$$\hat{Y}(\text{Career Agency}) = \beta_0 + \beta_1(\text{Perceived Classism}) + \beta_2(\text{Gender}) + \beta_3(\text{SES}) + \beta_4(\text{Race}) + \beta_5(\text{Age}) + \varepsilon$$



ASSOCIATED RESEARCH THEMES

- Recent increased interest to engage racial and class status associated awakenings to understand oppression on college campuses (Kruse & Calderon, 2020)
- Despite Black women being one of the most educated groups in the US, we still see typecasting, stereotyping, and inequities during their educational and post educational professional journeys (Guerra, 2013)
- Many institutions do not have a diverse representation of leadership and faculty regarding racial and ethnic recognition (Kabalkin, 2021)
- BIPOC Students may feel a lack of belonging due to “White hoarding” in educational settings (Kabalkin, 2021)
- The idea of grit and merit may be concepts that are applied in a punitive manner in the college classroom and do not account for the complexity of seeing BIPOC bodies murdered in media, and other systemic perturbations like poverty, community violence, immigration status, xenophobia and racism (Martinez & Williams, 2021)
- FGSC are less likely to complete their four-year degree (Kabalkin, 2021)



CLASSISM AND BIPOC: MY FINDINGS

202 undergraduate students were surveyed about classism and career agency in higher education

Working class Black male students experienced the most classism in higher education

BIPOC identifying students faced more classism than their White peers.

At least 27% of all students in all races surveyed, reported moderate to almost daily experiences of perceived classism in higher education

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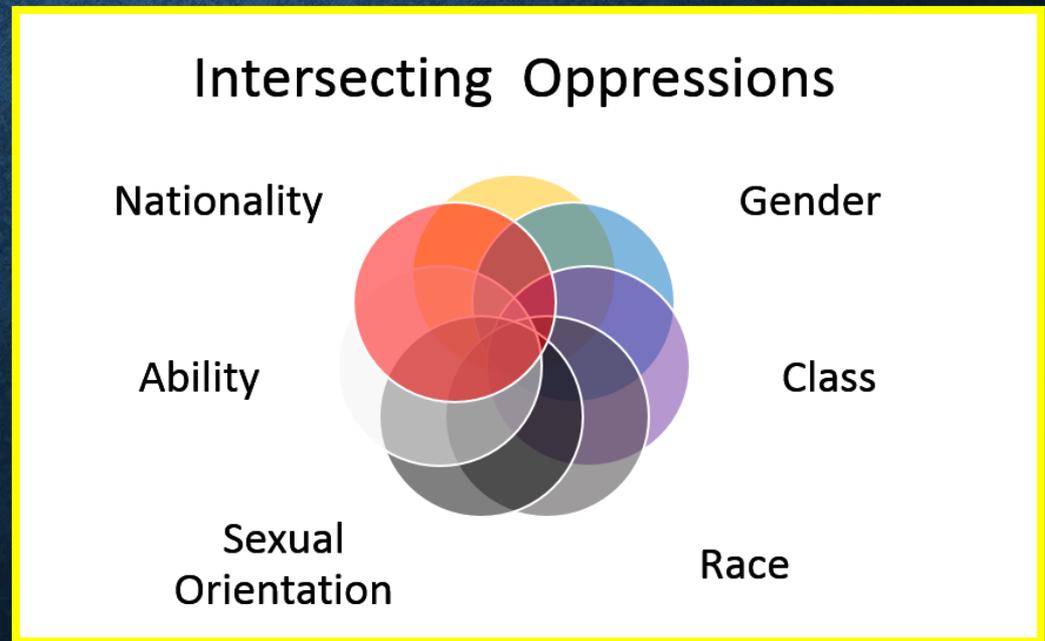
BREAKING CYCLES OF POVERTY
AND INJUSTICE IS IMPOSSIBLE IF
CLASSISM IS ALLOWED TO IMPEDE
THE PURSUIT OF DECOLONIZING
AND REVOLUTIONIZING ECONOMIC
AND POLITICAL INSTITUTION.

BE⁴BRIDGE
BIPOC GUIDE

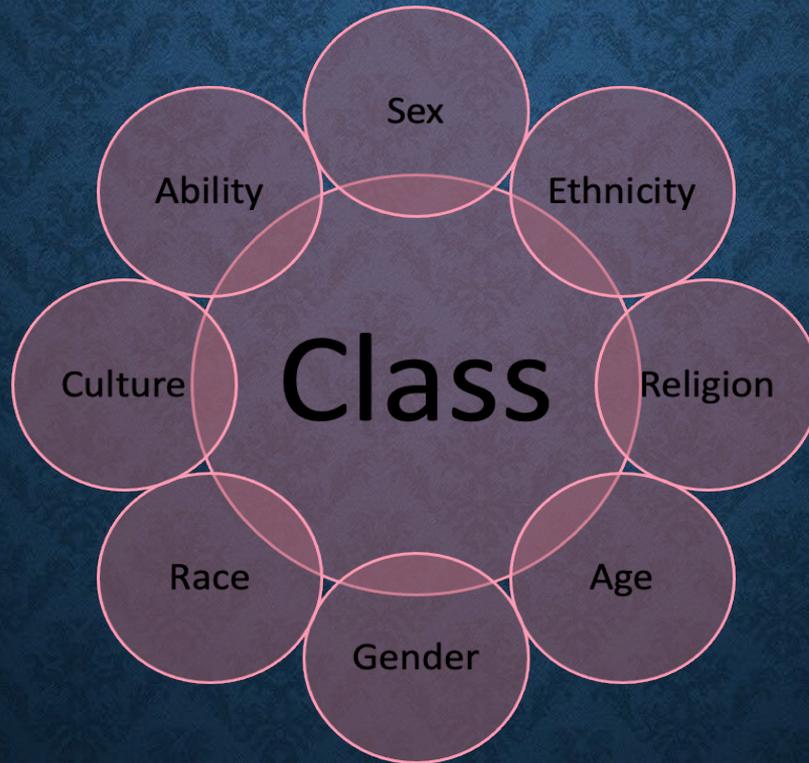
REVIEW: THE NEED TO CONSIDER INTERSECTIONALITY

• Relating to Crenshaw & Collins (1989/1995) Critical Race Theory and Intersectionality Theory, different clients may have differing intersectional statuses including:

- Social Status/Class
- SES
- Race
- Gender
- Sexual Orientation
- Age
- Religion
- Ability
- Nationality



Grounding Class As A Focus

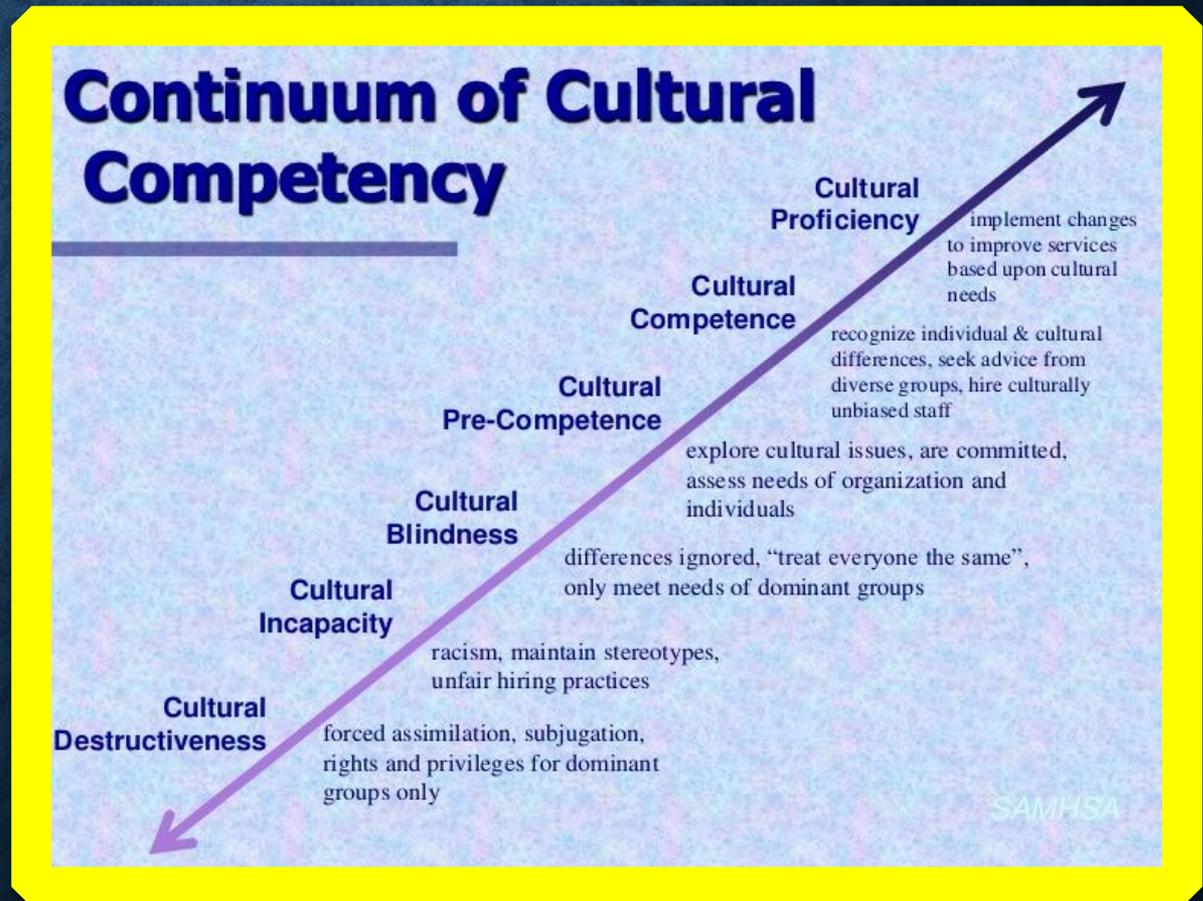


(Miller, 2021)

REVIEW: CULTURAL COMPETENCE CONTINUUM REVIEW

Where on this
continuum do you
think counselors
need to be to be
efficacious?

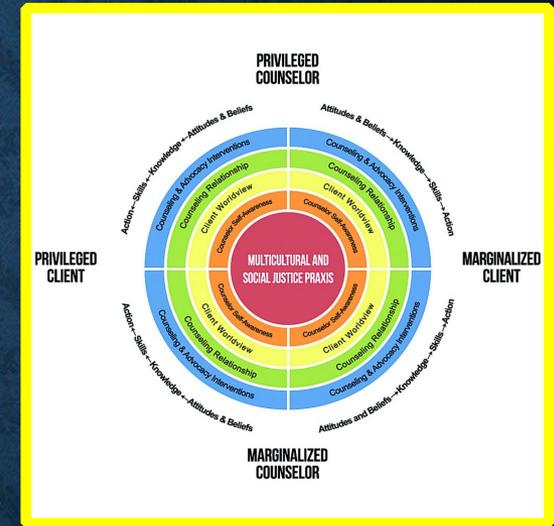
**Soup vs. Salad
Metaphor**



REVIEW: INCLUSIVE STRATEGIES TO GROW OUR COMPETENCE

- Increasing our overall knowledge
 - Attendance at seminars, increase our genuine dialogue and exposure to others
 - Do not make assumptions
- Increasing our self-awareness of our blind spots
 - Try not to personalize or defend these
- Increasing our attitudes to confront our biases
 - Consider power differentials within counseling dynamic
 - Consider impact over intentionality

https://www.youtube.com/watch?v=_wJ_pvbC3SI



- Hold a desire to advocate throughout our personal and professional lives
 - Avoid survivor blaming and microaggressions
 - Honor client phenomenology
 - Take accountability when we error
 - Remember cultural proficiency includes a willingness to have cultural humility
 - Remember advocacy includes our voice in our individual settings and in larger settings

RESILIENCY FACTORS: CAREER AGENCY & PTG

Despite facing much classism, women, including Black women and other working class students, exhibited the **most career agency** in the past study.

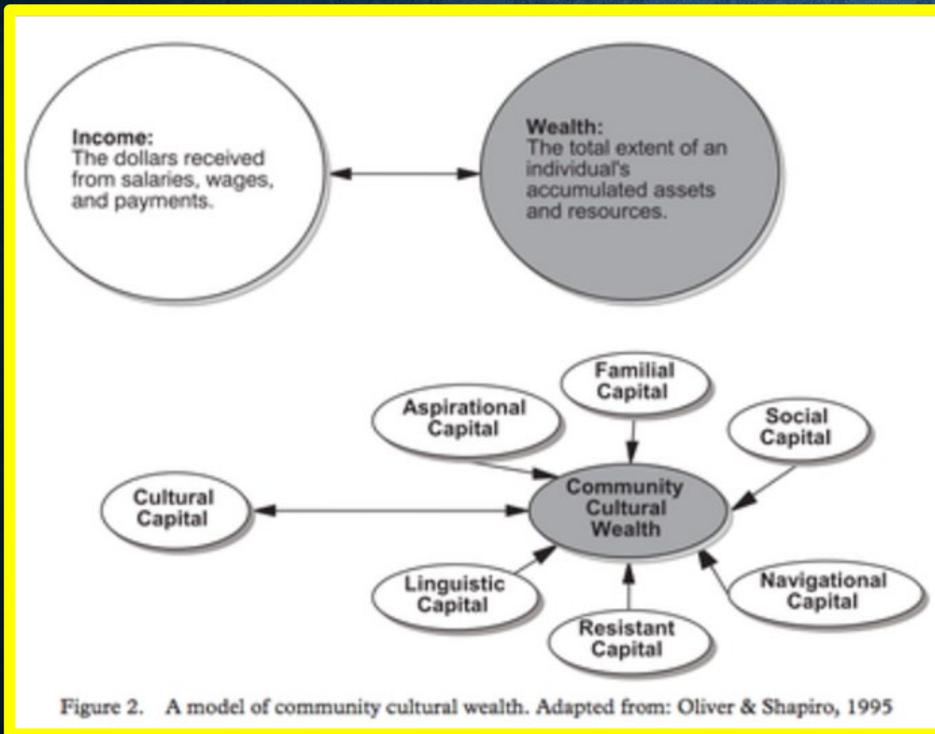
Career agency refers to “the perceived capacity for self-reflection and forethought to intentionally initiate, control, and manage career transitions” (Rottinghaus, Buelow, Matyja, & Schneider, 2012, p. 65).

Career agency is similar to, but not synonymous to career confidence.

Post Traumatic Growth is being studied increasingly frequently to provide healing and growth with clients facing varying traumas, including intergenerational traumas related to racial and class oppression.

For example, until recently trauma research only scarcely focused on Black women's trauma regarding IPV and poverty. However, in recent studies considering these traumas experienced, Black women engage in *posttraumatic growth* much more than other racial groups of women (Mushonga, Rasheem, & Anderson, 2020).

Community Cultural Wealth Framework



Focuses on Cultural Capital that is often mistakenly pathologized with BIPOC clients and students (Anandavalli & Yi-Wen Su, 2021; Yosso, 2005).

Why?

Strengths-based

(Focusing on what people have vs. what they don't have)

Developing resilience (Luthat et. al. 2020)

Enhancing self-esteem and proactive coping (Craig, et al 2012, Swann & Spivey, 2004)

Defending against negative mental health outcomes (Greenglass, 2002)

Beyond white approaches to culturally sensitive approach

(In addition to models like RCT)

CAPITALS AS RESILIENCY FACTORS

(Anandavalli & Yi-Wen Su, 2021)

1) Aspirational Capital

What are the hopes and dreams you have?

2) Linguistic Capital

What languages do you speak?

3) Familial Capital

What are the funds of knowledge of client's/student's family?

4) Social Capital

How do our clients/students stay connected to our communities?

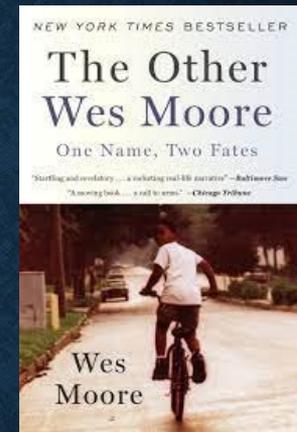
5) Navigational Capital

How did our clients/students navigate the oppressed society thus far?

What skills do they have?

6) Resistance Capital

What are the skills and knowledge that the clients/students have after resisting the oppression?



<https://sou.edu/academics/clinical-mental-health-counseling/faculty/>

<https://www.paloalto.edu/faculty/su-yi-wen-phd-ncc>

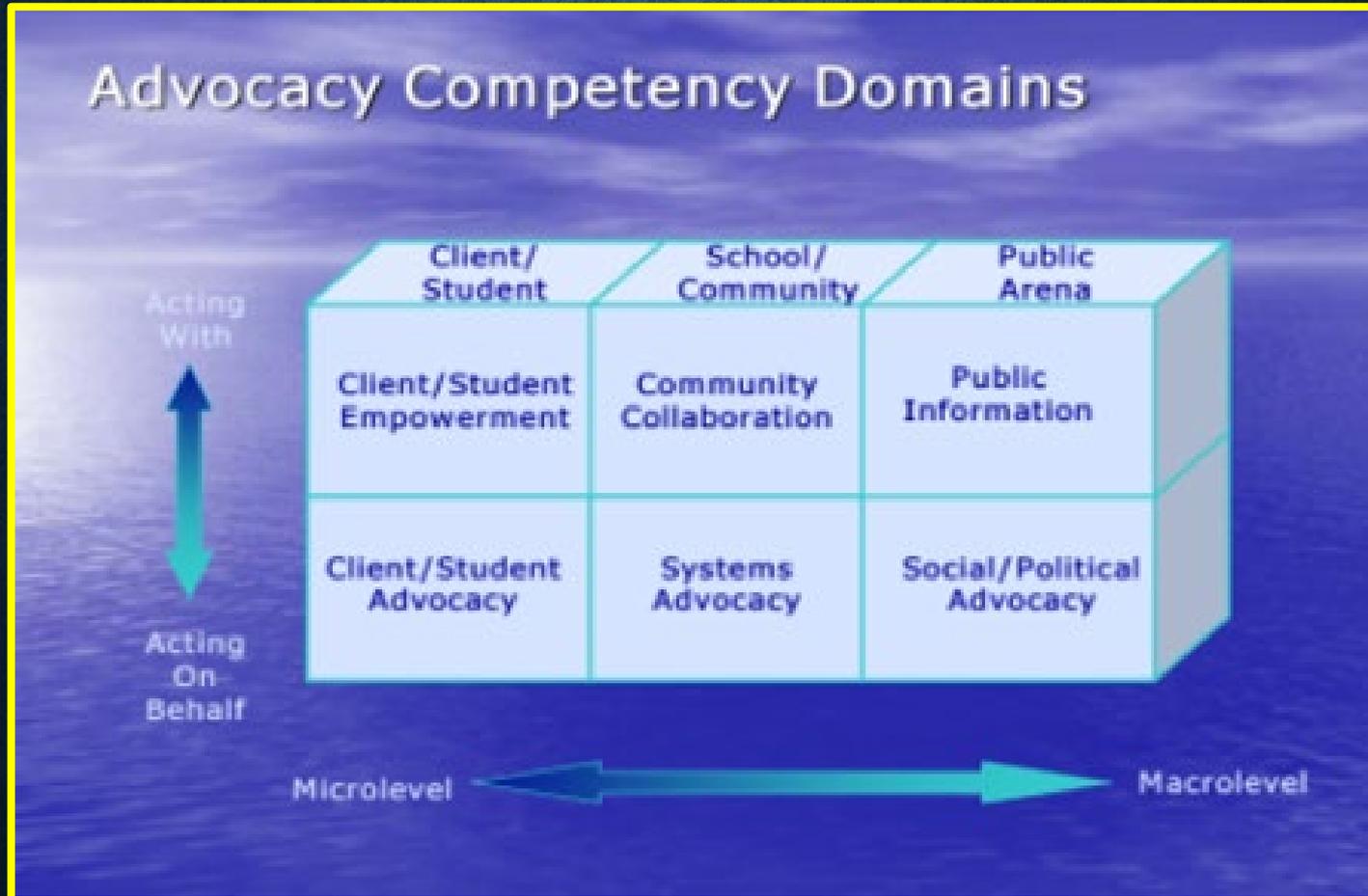
Advocacy

What do you think it means to be an advocate?

- Systemic advocacy involves various aspects, such as inclusive leadership and clinical practice
- **Example:**
 - *Socially Just and Culturally Responsive Counseling Leadership Model (SJCRCCLM) (Peters & Luke, 2021)*



ADVOCACY COMPETENCIES NEEDED



ADVOCACY MOTIVATED RESEARCH

Example generated from our research team:

Sub-research groups focused primarily on underrepresented students, including students who are BIPOC

- Research Team 1 Topic:

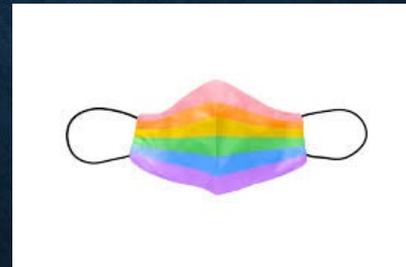
Students who are BIPOC and their experiences of classism in education

- Research Team 2 Topic:

Clients who identify as transgender and non-binary experiences of classism

Issues Affecting BIPOC LGBTQIA+ Clients

- **Psychological distress due to multiple isms is more prevalent among BIPOC LGBTQIA+ students than their White peers (Robinson-Perez et al., 2019).**
- King (1988) and Gregory (2019) reference the term “**multiple jeopardy.**”
 - Encompasses BIPOC LGBTQIA+ clients’ frequent experience facing multiplying oppressions related to each marginalized identity.
- Also, it is often assumed that death-related losses are the predominant motivator of therapy-seeking; however, **BIPOC and BIPOC LGBTQIA+ clients frequently endure ambiguous, non-death losses, or “losses that remain unclear and thus without resolution (Boss, 2020, p. 73; Harris, 2020).”** These include:
 - Historical trauma
 - Below-average academic opportunities
 - Oppressive laws and policies





Our Research Team:

Yara Abu Hussein; Ryan Alexander; Kileen Barry; Monica Behera;
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Robert Giansante; Jamie Kassa; Lily Kairis; Emily Kimmelman;
Laura Leslie; Julie Linneman; Maeve Kirby; Noel McKillip; Carolyn
Powell; Lisa Rollins; Courtney Rowley; Lydia Rhodes; Lisa Sams;
Chris Scharff; Sabrina Starts; Emma Wright

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