Implications for Practice

Social justice is considered an emerging area in psychology, generally, and in career practice, specifically.

As a result, professional training has typically not placed adequate focus on enhancing the competency of practitioners to address systemic-level change or the expanded roles of advocate, social activist, and consultant (Arthur & Collins, 2005a; Toporek & Williams, 2006).

Fassinger and Gallor (2006) suggested that we expand our traditional models from *scientist-practitioner* to *scientist-practitioner-advocate* to emphasize the inclusion of training for social justice roles and that emphasis be placed on both preservice and continued professional development training.

Relationship to Multicultural Counselling and Diversity

Recent writing in the area of multicultural counselling has encouraged practitioners to attend to both the influence of culture on identity and healthy development and the impact of systemic racism, sexism, heterosexism, ableism, and other forms of oppression.

As a result, sets of multicultural counselling competencies have emerged to provide guidance to practitioners in working with members of nondominant groups (Arredondo et al., 1996; Collins & Arthur, 2005; Hanson et al., 2000; Sue et al., 1982; Sue et al., 1992).