

## **The Counselor Educator Social Justice Attitudes Instrument: An Exploratory Process Assessing Dimensionality**

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Despite multiple calls for social justice in counselor education in the past four decades, the frequency of social justice practices in counselor education remains unclear. In order to better understand social justice practices among counselor educators, it is useful to first understand counselor educator attitudes towards social justice. This manuscript presents the construction of the Counselor Educator Social Justice Attitudes Instrument, an instrument measuring counselor educator attitudes towards social justice. In this manuscript, we outline the rationale for the instrument, the development of the instrument, and a critical assessment of the instrument. The final 24-item instrument measuring counselor educator attitudes towards social justice is included. The final instrument is based on three factors accounting for 68.29% variance.

*Keywords:* social justice, counselor education, instrument, factor analysis.

### **Dimensionality**

In 1971, Lewis and Lewis called for an infusion of social justice into counselor education. Since this call, counselor educators have published a plethora of literature discussing social justice and counseling (Williams, McMahon, & Goodman, 2015). As the American Counseling Association expects counselors to utilize a social justice perspective to encourage wellness among students and clients (American Counseling Association, 2014), counselor educators, too, are expected to infuse social justice into their work (Williams et al., 2015).

Literature conflicts, however, regarding the extent that social justice is emphasized in counselor education programs across the United States. Zalaquett, Foley, Tillotson, Dinsmore, and Hof (2008) stated that efforts to infuse social justice into counselor education programs have increased in the past decade. Chang, Crethar, and Ratts (2010) asserted that social justice has been institutionalized in the counseling profession and that the Association of Counselor Educators and Supervisors (ACES)' support for social justice-infused counseling has led to, "a seismic shift in how emerging counselors are prepared for the field" (p. 83). They further stated that it is commonplace for counselor educators to teach about advocacy and the necessary link between counseling and social justice (Chang et al., 2010). Similarly, Prilleltensky and Fox (2007) emphasized the necessity of psychopolitical literacy in counselor training, a skillset they

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deemed necessary for counselors who train as advocates for community mental health, wellness, and justice. Ratts & Wood (2011), however, claimed that pervasive social justice-based counselor education programs remain to be seen. They stated that though leading counseling scholars have added their voices to calls for a social justice focus in counselor education, little movement has been made because more traditional helping models based on European American norms remain popular instead (Bemak, Chung, Talleyrand, Jones, & Daquin, 2011; Ratts & Wood, 2011; Zalaquett et al., 2008) Although some counselor education programs have incorporated social justice into some courses, few programs have created an entire course on the topic or fully integrated it throughout the program's curriculum (Chung & Bemak, 2013). Because of this slow progress to incorporate social justice into most counselor education programs, a sense of urgency exists for counselor educators to include social justice into their programs (Ratts & Wood, 2011). "Many counselor educators have not fully embraced social justice as a learning outcome in their programs" Ratts and Wood (2011) stated. "The lack of buy-in from all areas of the profession may be due to the fear and anxieties that come with integrating an innovation such as social justice into an already established field" (p. 208).

This discrepancy among social justice counselor education literature warrants further examination. In order to understand the current relationship between counselor educators and social justice, it would be beneficial to first understand counselor educator attitudes towards social justice. In this study, we developed an instrument to do just that: measure counselor educator attitudes towards social justice. This instrument is known as the Counselor Educator Social Justice Attitudes Instrument (CESJAI).

### **Concept Rationale**

The foundational concepts of the development of this instrument included social justice and attitudes. Goodman et al. (2004) described the former as a scholarly and professional action intended to change the restrictive and marginalizing aspects of society that have kept disadvantaged groups from access to "tools of self-determination" (p. 795). Inherent to this concept is the belief that all persons, despite age, color, education, religion, and other aspects of the human condition are of equal worth. Social justice is the idea that all people deserve what Lee and Hipolito-Delgado (2007) refer to as, "access and equity to ensure full participation of all people in the life of a society" (p. xiv). Education informed by social justice is therefore consistent with these values. Counselor educators who work from this framework provide opportunities for students to explore and experience this concept first hand.

The second foundational concept, attitude, was utilized in the development of this instrument on the assumption that attitudes are a basic psychological function that may promote action in a certain way, and serves as an evaluative quality of human tendency. Whether judgment of object, environment, person, or concept, the study of attitude includes both the conscious, or explicit, and unconscious, or implicit (Fazio & Olsen, 2003). Attitude informs the psychological schema from which an individual derives a framework for meaning and evaluation of a particular object. For the purposes of the development of this instrument of attitudes, the object is social justice in counselor education.

### **Methods**

The first step in our instrument development process was a review of current literature about social justice in counselor education. In addition to a review of literature on social justice, we identified the concept of service learning as a common practice through which educators utilize social justice frameworks in their in-classroom and out-of-classroom instruction (Wilczenski, Cook, & Hayden, 2011). Service learning is explained by the Community Service Act of 1990 as a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community to help foster civic responsibility (Corporation for National and Community Service, 1999, p. IV). The purpose of these specific, structured learning experiences is not only to facilitate the acquisition of awareness of injustice in the community, but to also engage students in a learning opportunity to reinforce counseling technique and skill (Caldwell, 2008). Service learning components were therefore included in the development of the instrument, as this was recognized as one venue through which the social justice framework may emerge in counselor educator attitudes towards social justice.

While reviewing the literature, we developed a comprehensive list of components that potentially comprised counselor educator social justice attitudes. The list contained more than 40 components that researchers described as aspects of social justice-infused counselor education, including: justice, awareness of social problems, community engagement, cultural sensitivity, curriculum, deep reflection, admissions strategies to account for diversity, educational accessibility, learning goals, acknowledging privilege, identifying oppression, supervision, recognizing strengths, critical thinking, and student voice (Caesar, 2012; Dixon, Tucker, & Clark, 2010; McMahon, Mason, & Paisley, 2009; Odegard & Vereen, 2010; Pack-Brown, Thomas, & Seymour, 2008; Ratts, 2006; Wilczenski et al., 2011). From this list, we created 60 items that formed the first draft of our instrument.

To test the instrument, we distributed it to an accessible population of counselor education acquaintances and counselor educators who were members of the listserv, CESNET. We employed convenience sampling to reach this population by emailing counselor education acquaintances, as well as the members of CESNET. Our initial request for participants yielded only 25 responses, so we sent an additional survey request email two weeks after the first. In total, we collected 66 usable responses and utilized this data moving forward in instrument development.

### **Participants**

Participants included female (65.15%) and male (34.85%) respondents. Participant races included Caucasian/White (67.2%), African American/Black (17.19%), Asian American/Asian (7.81%), Not Listed (4.69%), Latino (1.56%), and Biracial (1.56%). Regions represented in the population included the Southeast (54.55%), Midwest (21.21%), Northeast (10.61%), Southwest (4.55%), West (6.06%), and Northwest (3.03%). Finally, positions identified by individuals who participated in the study included: Counselor Education Student (27.27%), Assistant Professor – Tenure Track (24.24%), Counselor Education Adjunct Professor (13.64%), Associate Professor – Tenure Track (12.12%), Other (9.9%), Counselor Education Professor – Tenure Track (7.58%), and Associate Professor – Non-Tenure Track (6.06%). As a whole, the demographic information indicated that the majority of participants identified as female, White, located in the Southeast, and employed as a professor (63.64%).

### Reliability

After collecting the final sample ( $n = 66$ ), we ran initial descriptive statistics on the questionnaire responses. These descriptive statistics did not reveal any discrepancies or errors, so we proceeded with our statistical instrument development.

Internal consistency is one aspect of reliability in test construction. This refers to how well the items in an instrument fit together (Pett, Lackey, & Sullivan, 2003). For example, if the items in an instrument are more homogenous than they are heterogeneous, this instrument will have high internal consistency. Cronbach's coefficient alpha is a statistical approach used to measure internal consistency. This measure represents the amount of variance in an instrument that can be attributed to one common source. The initial Cronbach's alpha statistic for all items in the CESJAI was 0.958, and initial variance was 780. This Cronbach's coefficient alpha is categorized as very strong (Pett et al., 2003). In an effort to explore if reliability and variance could be increased further, we reviewed the table of item total statistics and examined which instrument items, if deleted, would increase both reliability and variance. Three items were deleted, as noted in Table 1.

Table 1  
*Initial Items Deleted*

Deleted Items
Counselor educators should view themselves as the primary source of knowledge in the classroom.
Counselor educators should focus on reinforcing the status quo.
Counselor educators should use course texts as the primary source of knowledge.

Instrument reliability and variance increased after deleting these three items. The new Cronbach's coefficient alpha was 0.964 and the variance was 805. Next, we again examined the item total statistics table and considered if reliability or variance could be further increased by deleting additional questions. Two questions appeared to fit these characteristics, and were deleted (see Table 2).

Table 2  
*Secondary Items Deleted*

Deleted Items
Counselor educators should offer weekend courses for students who need to work during the day.
Counselor educators should include minimal attention to mechanisms of oppression in their program.

After deleting these two items, the overall Cronbach's coefficient alpha statistic for the instrument increased to 0.970 and the variance increased to 843. Satisfied with these statistics, we next examined the instrument correlation matrix. A correlation matrix summarizes the interrelationships among a set of items in a given instrument (Pett et al., 2003). Ideal correlations between each item with all other items range from 0.3 and 0.8. Our matrix primarily contained correlations in this range, with some correlations below 0.3 and some slightly above

0.8. The highest correlation we observed was 0.825, and overall we concluded there was had a large range of correlations among the instrument items.

### Tests of Matrices

Next, we explored if the CESJAI contained sufficient numbers of significant correlations among items to warrant a factor analysis by conducting two statistical tests on participants' responses. The first test was Bartlett's test of sphericity, which applies the null hypothesis that there are no relationships among the items in a correlation matrix, and it is an identity matrix (Pett et al., 2003). When we applied Bartlett's test of sphericity to our instrument, the chi square was significant.

The Kaiser-Meyer-Olkin test (KMO) is the second statistical test and compares the instrument's overall correlation coefficients to the partial correlation coefficients. If the sum of the squared partial correlation coefficients is small compared to that of the sum of the squared correlation coefficients, then the measure approaches 1.0 and suggests that a more successful factor analysis is possible (Pett et al., 2003). KMO test measures can range from 0 to 1, and ideal measures are near 0.8 and 0.9.

The initial KMO measure for the CESJAI was 0.481. According to Pett et al. (2003), this value (and all others less than 0.60) is mediocre, miserable, or unacceptable. Given that the KMO indicates if a sample size is large enough for the number of items in an instrument (Pett et al., 2003), rather than increase sample size after data collection ceases, we chose to remove items with low correlations to increase the KMO value and our chances for factor analysis success. To select items to remove, we examined the anti-image correlation matrix for questionnaire responses and noted items across the diagonal of the matrix that had correlations of less than 0.299. We selected 0.299 as the cut-off value because such a low value indicated that the sum of the squared partial correlation coefficients is large compared to the partial correlation coefficients, and thus, factor analysis is unlikely. Eleven questions had correlations less than 0.299 and warranted deletion in order to improve the KMO value. These items are listed in Table 3.

Table 3  
*Tertiary Deleted Items*

Correlation	Item statement
0.144	Counselor educators should work with students to challenge limited perspectives.
0.124	Counselor educators should help students recognize the commonalities in values among all people.
0.206	Counselor educators should value and utilize peer learning among students.
0.175	Counselor educators should teach students reactive helping strategies when working with persons from marginalized cultural groups.
0.160	Counselor educators should encourage all students to share their perspectives with the class.
0.157	Counselor educators should take time to reflect deeply.
0.273	Counselor educators should seek a diverse cohort of students in counselor education programs.

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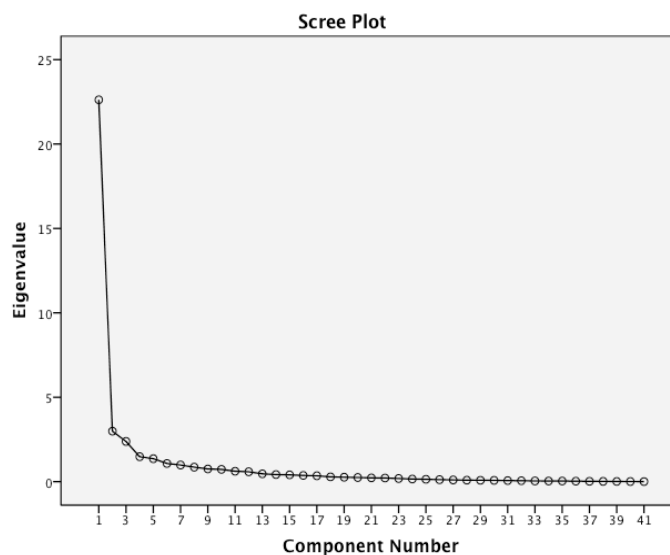
0.098	Counselor educators should rely less on standardized aptitude tests when considering admissions applications and more on undergraduate GPA, work experiences, and interpersonal skills.
0.043	Counselor educators should work covertly with issues of power within the classroom.
0.047	Counselor educators should consider offering condition admissions to applicants with less than standardized test scores, rather than rejecting applicants altogether.
0.123	Counselor educators should use small groups in classes.

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After deleting these items, we conducted the Bartlett's test of sphericity and KMO test once more. The Bartlett's test of sphericity again resulted in a significant chi square, and the new KMO measure was 0.834. This KMO statistic is categorized as meritorious by Pett et al. (2003) and suggested a greater likelihood of obtaining an interpretable factor structure for the construct.

### Factor Extraction

In order to determine the factors underlying counselor educator attitudes towards social justice, we first conducted an exploratory factor analysis with a principal component analysis and no rotation. When extracting factors in factor analysis, multiple guidelines can be used to determine the extracted factors (Pett et al., 2003). In this study, we used two parameters. The first was examining the scree plot of the factor analysis. The number of factors extracted can be determined by noting where in the plot the line breaks, then counting the number of plotted points before this break. Based on the shape of the scree plot in our initial factor analysis (See *Figure 1*), we determined that the factor structure for this instrument contained three factors, with one large factor accounting for the majority of variance.



*Figure 1:* Scree plot showing one large factor accounting for the majority of variance and two additional factors accounting for smaller portions of variance

The second parameter used to extract factors was factor interpretability. A factor is interpretable when the items loading on the factor share a common theme relevant to the construct measured. We evaluated the interpretability of the CESJAI factors by closely examining the item loadings and the strength of each loading. Given Pett et al.'s (2003) assertion that item loadings of .055 are "good," we established our factor loading cut-off as 0.55. Our initial attempt at labeling interpretable factors revealed a first factor with many components and two additional factors with several components each. The first factor dealt with explicit social justice emphases in counselor education, the second factor contained several uninterpretable components, and the third factor included components related to community. These results confirmed that unrotated factor solutions often do not result in meaningful clusters of items that can be easily interpreted (Pett et al.).

To improve the interpretability of factors, we conducted a series of factor analyses with principal component analyses and various rotations. Factor rotation "is the process of turning the reference axes of the factors about their origin to achieve a simple structure and theoretically more meaningful factor solution" (Pett et al., p. 132). There are two broad categories of rotation, orthogonal and oblique. Orthogonal rotations assume that generated factors are uncorrelated with each other, whereas oblique rotations assume that factors are correlated with each other (Pett et al.).

First, we conducted a Varimax rotation, the most commonly used orthogonal rotation. The Varimax seeks to simplify the factor-loading matrix by maximizing the variances of the loadings within factors and maximizing the differences between high and low loadings for each factor. This results in higher factor loadings made higher and lower factor loadings made lower (Pett et al., 2003). When applied to our factor pattern matrix, the Varimax rotation successfully rotated in 13 iterations. After the rotation, we examined the first three factors and observed that the first factor was slightly more defined and the second and third factors were slightly less defined than the unrotated factor analysis. This factor structure may have emerged because the Varimax rotation is orthogonal and assumes that factors are not correlated. Because this rotation did not improve the factor structure, we conducted a Direct Oblimin rotation instead, which assumes the factors are correlated, likely the case in our instrument.

The Direct Oblimin rotation attempts to create a simpler factor structure in the factor pattern matrix by regulating a parameter known as delta, which estimates the degree of correlation between factors. Delta values can range from -0.5 to 0.5, with larger negative values decreasing the degree of correlation among factors and large positive values increasing the degree of correlation among factors (Pett et al., 2003). We first conducted a Direct Oblimin rotation with a default delta of zero. This rotation successfully rotated the factor pattern matrix in 38 iterations and resulted in three defined factors. Next, we conducted another Direct Oblimin rotation but with a delta value of 0.3. This rotation successfully rotated in 42 iterations, but the factor loadings adjusted in such a way that the three factors were not quite as defined as they had been with the Direct Oblimin rotation with a delta value of zero. Similarly, we conducted another Direct Oblimin rotation with a delta value of 0.2, but again observed that the factor loadings were adjusted so that the factors did not hold together as much as they had with the Direct Oblimin rotation with a delta value of zero.

## Results

We concluded that the Direct Oblimin rotation with a delta value of zero provided the best factor structure of all of the rotations conducted, because it produced three defined and interpretable factors. The first and largest factor of the CESJAI involved explicit emphases on social justice ideas in counselor education programs. This factor contained 18 components, nearly all of which explicitly included the words “social justice,” despite the fact that only 19 of the total 60 questionnaire items included the words “social justice.” Only one item loading on the factor did not include the words “social justice,” but this item included a behavior (structuring “learning activities that promote working with rather than for their community”) that captures the essence of social justice in the same ways that all other items in this factor did. These components and their loadings are listed in Table 4.

Table 4  
*Factor 1 Items and Loadings*

Item Loading	Item
.74	Counselor educators should help students develop a mindset and skill set based on a social justice perspective.
.65	Counselor educators should infuse social justice into group supervision.
.62	Counselor educators should urge textbook authors to incorporate issues of multiculturalism and social justice into textbooks.
.71	Counselor educators should continuously assess their own social justice advocacy in their community.
.72	Counselor educators should facilitate a paradigm shift in counselor education programs towards a social justice emphasis.
.86	Counselor educators should include terms such as culture, multiculturalism, and social justice into a counselor education program’s mission.
.85	Counselor educators should incorporate social justice into a counselor education program’s goals.
.64	Counselor educators should employ faculty recruitment strategies so that a commitment to social justice issues is apparent in the perspectives of faculty members.
.63	Counselor educators should structure learning activities that promote working with rather than for their community.
.80	Counselor educators should consider applicants in part for compatibility with a social justice mission during the admissions process.
.98	Counselor educators should incorporate social justice materials into counselor education course content.
.84	Counselor educators should utilize promotional material to emphasize a program's emphasis on social justice.
.88	Counselor educators should incorporate social justice materials into student assignments.
.88	Counselor educators should introduce students to social justice at the beginning of their program.
.95	Counselor educators should incorporate social justice materials into counselor education coursework.
.91	Counselor educators should incorporate social justice into assigned readings for



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	students.
.73	Counselor educators should present social justice case studies to students.
.84	Counselor educators should include social justice-based activities in class.

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The second factor of the CESJAI included four components. These components all emphasized cultivating students' social justice awareness. This awareness related to student's own biases, as well as diversity in others. The four components in Factor 2 are listed in Table 5.

Table 5  
*Factor 2 Items and Loadings*

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Item Loading	Factor Component
.75	Counselor educators should help students recognize the strengths in human diversity.
.78	Counselor educators should work with students to acknowledge their biases.
.66	Counselor educators should be sensitive to individual diversity.
.74	Counselor educators should include opportunities that include deep reflection in students.

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The third and final factor in the CESJAI factor structure is connecting counselor education students to the community. This factor included two components, which both emphasize providing students with information about community issues and opportunities. The Factor 3 components are detailed in Table 6.

Table 6  
*Factor 3 Items and Loadings*

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Item Loading	Factor Component
.93	Counselor educators should provide students with information on opportunities to volunteer in the community.
.71	Counselor educators should introduce students to local issues, such as changes in social service programs, which affect the surrounding community.

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In total, these three factors accounted for 68.29% of variance in our instrument. They also logically represent three factors that comprise counselor educator attitudes towards social justice.

During the development of the CESJAI, we removed five questionnaire items to improve reliability and variance and eleven items to improve the KMO value and potential factor analysis success. These item removals left the instrument with 44 remaining items. After determining the factor structure of the instrument, we removed all items not accounted for in the three primary factors. This left 24 remaining items in our questionnaire. The final instrument is provided in Appendix A.

### Discussion

In this instrument development study, three factors emerged to account for 68.29% variance in counselor educator social justice attitudes. These factors are (A) an explicit focus on

social justice in counselor education programs, (B) cultivating student awareness of social justice, and (C) connecting students with community issues.

The first factor, an explicit focus on social justice, included items emphasizing various components of counselor education programs and the incorporation of social justice emphases into these components. For example, items include social justice foci in admissions, class scheduling, supervision, textbooks, coursework, and class activities. As a whole, these components comprise counselor education programs. The emergence of this factor suggests that counselor educator attitudes towards social justice are primarily comprised of attitudes regarding an explicit focus on social justice across the major components of counselor education programs. This factor aligns with extensive previous literature in which authors proposed deliberately emphasizing social justice in counselor education programs (Calley, Pickover, Bennett-Garraway, Hendry, & Garraway, 2011; Dixon et al., 2010; Paisley, Bailey, Hayes, McMahon, & Grimmett, 2010; Ratts & Wood, 2011; Wilczenski et al., 2011). The ideas promoted in this literature mimic those that emerged as items on this factor, such as emphasizing social justice in coursework, class activities, program admissions, and student supervision. Items in the CESJAI concerning social justice coursework also align with research noting that one way in which counselor educators integrate social justice into teaching is by incorporating the topic into curriculum (Odegard & Vereen, 2010).

Factor 2, increasing student awareness of social justice, appears to be a growing focus in counselor education. In a 2009 study examining syllabi from hundreds of multicultural counseling courses, Pieterse, Evans, Risner-Butner, Collins, and Mason found that content focused on social justice had a growing presence. This finding may indicate increased attention to raising students' awareness of social justice issues. Such increased emphasis on this topic could explain the emergence of Factor 2 in our study examining counselor educator attitudes towards social justice.

Finally, Factor 3, connecting counseling students with community issues, has also been proposed as one way in which social justice can be integrated into counselor education programs (Ratts & Wood, 2011; Wilczenski et al., 2011). Service learning experiences in the community and in-depth reflection on these experiences can help students understand social justice in a way that is relevant to their own neighborhoods (Wilczenski et al., 2011). The emergence of this factor in counselor educator attitudes towards social justice suggests that counselor educators are not merely conceptualizing social justice as a construct within their own classrooms, but instead recognize that it is an idea relevant to their own communities, as well.

Overall, the three factors that emerged to comprise counselor educator attitudes towards social justice appear to represent ideas previously noted in the literature. This alignment further supports the factors as relevant, meaningful components of counselor educator attitudes towards social justice.

### **Future Research**

Although the process in which we developed the CESJAI included reliability and validity checks, further instrument validation may improve the consistency and accuracy of the instrument. The reliability of the CESJAI was found to be very high, but further approaches could be used to verify its consistency. Future tests could administer the instrument to the same participants multiple times to assess consistency, so long as the time between administrations is not so long that participants' attitudes may change (Fishman & Galguera, 2003).

Given that validity is the most important goal in test construction (Fishman & Galguera, 2003), additional validity checks may also be valuable to further examine the CESJAI. Predictive validity and concurrent validity could be assessed by comparing this instrument to similar and previously well-validated instruments measuring attitudes towards social justice. These opportunities may be limited due to a dearth of instruments measuring this construct, but if future instruments are created on this topic, they could be used to assess predictive and concurrent validity.

Perhaps the best tactic to improve validity for this instrument is to demonstrate that it can significantly and correctly differentiate between a group of counselor educators with positive attitudes towards social justice and a group of counselor educators with negative attitudes towards social justice. If participants were recruited for such a test, they would need to identify strongly with one of the two groups chosen, and their instrument results must not only score significantly different from participants in the opposite group, but their scores must align with the specific predicted direction, as well (Fishman & Galguera, 2003).

### **Limitations**

The primary limitation in this study was sampling bias. Members of the counselor education listserv, CESNET, do not serve as representative participants of the target population in this study, counselor educators across the United States. Instead, individuals who completed this instrument may have led to participant bias. For instance, counselor educators who are members of CESNET may naturally have a greater interest in social justice and consequently may choose to be members of CESNET. Similarly, among all of the counselor educators who are members of CESNET, those counselor educators who are CESNET members and have more positive or more negative attitudes towards social justice may have been more inclined to respond to our survey request and complete the questionnaire. In addition to CESNET, we solicited participation from friends and colleagues who are counselor educators or counselor education students. Doing so may have resulted in a disproportionate number of counselor educators with an affinity for social justice than exists in the general counselor education population.

An additional possible limitation in this study is the methodology used, factor analysis with principal component analysis. Principal component analysis is a commonly used approach in factor analysis, but it assumes that items' shared variance and error variance are combined. This assumption may contribute to an overestimation of relationships among items forming factors (Pett et al., 2003). Moreover, the interpretation of factors in factor analysis is subjective. Although we attempted to ensure that all items justified the factors labeled, our factor labels were still subjective, and other researchers may have labeled factors differently.

### **Conclusions**

In this study, we created and tested an instrument measuring counselor educator attitudes towards social justice. We found three interpretable factors that describe the underlying relationships in the construct and account for 68.29% of its variance. This factor structure constitutes a unique finding in the field of counselor education research. The three-factor framework suggests that counselor educators' attitudes towards social justice consist of components explicitly focused on social justice, components related to cultivating students' social justice awareness, and components promoting community issues to students. In future

research, it would be valuable to explore whether these components comprise counselor educator social justice behaviors, like they do attitudes. If a similar instrument was created measuring social justice behaviors, this instrument could be used alongside the CESJAI to compare counselor educators' social justice attitudes and behaviors. This comparison would attempt to resolve the discrepancy described in our literature review in which some counselor education researchers claim social justice is pervasive in counselor education, whereas others assert that social justice remains unseen.

Beyond the value of the framework identified in this study, the 24-item instrument created in the study also holds promise for use in multiple avenues in counselor education. Counselor education programs can utilize the CESJAI with doctoral students to evaluate attitudes towards social justice upon graduation from their program, or both at the beginning and end of their program to indicate if the doctoral program potentially influenced attitudes towards social justice. Similarly, faculty departments can utilize this instrument in the assessment of faculty attitudes towards social justice for the purpose of exploring opportunities for growth and inclusion of justice-related educational practices in their departments. Lastly, we recommend that individual counselor educators use this instrument to measure their own attitudes towards social justice. If the act of reflection is paramount to any effective counselor educator, then measuring one's attitudes beyond individual reflection ought to be considered. The instrument in this study allows counselor educators to validly and reliably assess if their attitudes agree with, disagree with, or are neutral towards social justice in counselor education.

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## Appendix A

## Counselor Educator Social Justice Attitudes Instrument

Items below should be marked according to level of agreement based on the following scale:

Highly Disagree----Disagree----Neutral----Agree----Highly Agree

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 Counselor Educator Social Justice Attitudes Instrument
 

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Counselor educators should help students develop a mindset and skill set based on a social justice perspective.

Counselor educators should infuse social justice into group supervision.

Counselor educators should urge textbook authors to incorporate issues of multiculturalism and social justice into textbooks.

Counselor educators should continuously assess their own social justice advocacy in their community.

Counselor educators should facilitate a paradigm shift in counselor education programs towards a social justice emphasis.

Counselor educators should include terms such as culture, multiculturalism, and social justice into a counselor education program's mission.

Counselor educators should incorporate social justice into a counselor education program's goals.

Counselor educators should employ faculty recruitment strategies so that a commitment to social justice issues is apparent in the perspectives of faculty members.

Counselor educators should structure learning activities that promote working with rather than for their community.

Counselor educators should consider applicants in part for compatibility with a social justice mission during the admissions process.

Counselor educators should incorporate social justice materials into counselor education course content.

Counselor educators should utilize promotional material to emphasize a program's emphasis on social justice.

Counselor educators should incorporate social justice materials into student assignments.

Counselor educators should introduce students to social justice at the beginning of their program.

Counselor educators should incorporate social justice materials into counselor education coursework.

Counselor educators should incorporate social justice into assigned readings for students.

Counselor educators should present social justice case studies to students.

Counselor educators should include social justice-based activities in class.

Counselor educators should help students recognize the strengths in human diversity.

Counselor educators should work with students to acknowledge their biases.

Counselor educators should be sensitive to individual diversity.

Counselor educators should include opportunities that include deep reflection in students.

Counselor educators should provide students with information on opportunities to volunteer in the community.

Counselor educators should introduce students to local issues, such as changes in social service programs, which affect the surrounding community.

