

RAM

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REPORT

Counseling Across the Globe

Spring 2023 Issue



**Supporting Diverse
Students & Clients**

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Meet the Editorial Staff



Sarah Roundtree

Editor - in - Chief

Sarah Michelle Roundtree is a Clinical Rehabilitation Counselor and second-year doctoral student in the Counselor Education program here at Penn State. She has been an active member of CSI since 2018 and served as Assistant Editor for the RAM Newsletter during the 2021-2022 school year. Her research centers around the experiences of educators and students with disabilities, as well as adaptation to disability.



Saiber Shaikh

Associate Editor

Saiber Shaikh is a first year doctoral student and a Herr Clinic Supervisor at the Penn State's Counselor Education program. She loves all things art and dabbles in writing, painting, cooking, photography from time to time. When she is not busy with the doctoral program, she loves connecting with people, staring at flowers, and watching dog videos on the internet.



Mansi Kankan

Assistant Editor

Mansi Kankan is a first-year master's student in the Counselor Education: CMHCSC emphasis at Penn State. She is currently Co-Chair of Multicultural and Social Justice Advocacy for the RAM CSI chapter. Her interests lie in the mind-body connection, wellness, and multiculturalism.

Multicultural Considerations for First Year College Students

MENGYUN CHEN

There is substantial research that supports that college students experience significant stress, especially during their transition into their first year (Mahfouz et al., 2018). Students encounter many obstacles during the transition to college, including homesickness, adapting to academic expectations, developing healthy habits, and navigating a social life (Common First-Year Challenges, n.d.). Also, the rates of dropout peak when students feel disconnected from home and overwhelmed with their first year college experience (Li et al., 2009). Despite these challenges, perhaps due to the stigma of mental health treatment combined with the new stress of the new environment (Kosyluk et al., 2016), first-year college students are unlikely to seek out counseling (Julal, 2016). With these new challenges often comes higher levels of stress which can affect all areas of life, including academic performance (Mahfouz et al., 2018), interpersonal skills (Ramler et al., 2016), body image, and self-esteem (Lowery et al., 2005).

The population of college students has become increasingly more diverse and it is important to consider the needs for multiculturalism in first-year college students. Statistics show 30% of U.S.-based college students are minorities, 20% are foreign-born or first-generation students, and 11% spoke a second language besides English while they grew up (Choy, 2002). One in seven U.S. residents is an immigrant, and one in eight residents were born in the United States with at least one immigrant parent (American Immigration Council, 2021).

The research shows the importance of considering racial, ethnic, and cultural aspects that shape immigrant populations' experiences in order to understand the risk and protective factors that impact their mental health disorders and distress (Sangalang et al., 2019). Little attention has been focused on how minority immigrant students positively handle stress, social isolation, cultural differences, and academic commitment when transitioning to college life (Kim, 2009). A study highlights the impact of social support and resilience for immigrants by providing not only a chance to prevent potential mental health issues but also the opportunity to enhance their general ability to adapt to a new environment (Lee et al., 2020). For working with minority population students, research mentions it is critical to consider their unique cultures, value systems, racial and ethnic identities, self-esteem struggles, and experiences with stereotypes, oppression, and discrimination (Han & Vasquez, 2000)

Furthermore, research suggests it is important to pay attention to international students as they face unique challenges during their first year college experience. The total number of international students enrolled in the US was 1,095,299 in 2019 and this constituted 5.5% of the total students (Hanson, 2021). The number of foreign student enrollment has increased 38.6% in the last 10 years with the largest source of international students from China, followed by India, and South Korea (Hanson, 2021).

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International students face unique challenges when arriving in a new cultural environment, such as an unfamiliarity with American culture and the college environment, speaking English as a second language, and experiencing social isolation and loneliness (Yan & Cardinal, 2013). Research suggests it is important to consider these recommendations for better addressing international students' needs such as enhancing their cross-cultural knowledge, providing more chances to help them get involved, acknowledging their achievements, and being mindful of their language barrier (Sherry & Chui, 2010).

Cultural and identity backgrounds influence first-year students' different challenges in their new campus lives. Sexual minority students not only face new academic and social experiences but also confront sexual orientation prejudice as one additional obstacle (Woodford, Kulick, Sinco, & Hong, 2014). Compared with heterosexual students, LGBTQ students are more likely to have mental health concerns (Schauer, Berg, & Bryant, 2013). Research highlights the necessity of providing a safe environment for LGBTQ students to explore their feelings and hesitations about sexuality disclosure, and their fears of making heterosexual peers uncomfortable (Alessi et al., 2017). In addition, first-generation students report feeling less supported by their families for informational, financial, and emotional help and less prepared for college life (Jenkins et al., 2013).

They also have less awareness about the social environment of campus life and commit more time to academics than other students (Bui, 2002). Research suggests that helping them to build connections within campus is essential for first-generation students as they face various stressors (Drum et al., 2017).

In conclusion, various research has suggested the necessity and importance of multicultural considerations for first-year college students. A few recommendations have been made across the literature review to support them. Firstly, colleges and departments are encouraged to provide more pre-arrival information sessions and first-year seminars throughout their first year, which provide comprehensive resources and support. Secondly, universities' counseling centers could benefit from creating specific topics support groups, including cross-culture awareness, international students' adjustment, study skills, time management, and so forth. Last but not least, each department and student community have been suggested to build a diversity, equity, and inclusion (DEI) office to provide connections and opportunities with diverse student populations and create more events and workshops directly related to their issues and needs (Connolly et al., 2017; Sherry et al., 2010).

References available upon request.

The Need for International Voices in Counseling

SAIBER SHAIKH

The fourth wave in counseling has been about diversity and multicultural competencies in the counseling profession. It is an important direction for counselors to take as globalization and mass immigration has resulted in different kinds of people requiring professional counseling services in different parts of the world. Since counseling is still at its early stages of development across the world, including a shared identity with psychology in some parts of the world, it is important to forge our own identity that is counseling only focussed moving forward.

This is not a new conversation. Past president of American Counseling Association (ACA), Cirecie West-Olatunji, has spoken about making counseling international by utilizing an important resource that we already have- international students (2013). With more and more international students coming to the U.S. to pursue and train in counseling, we can look unto them to inform us of culturally relevant practices and defer to their expertise in their own culture to inform our practices. The current tone in literature is monocultural and ethnocentric in nature, but with more and more diversity seeping into people's nationality and awareness of it, cardboard cutout methods of understanding culture are no longer relevant. Past CEO of ACA, Richard Yep, talked about making ACA global by hosting some of the conferences in Canada, Europe and Singapore.

Yep (2015) noted the following in his message : "As trite as it sounds, we do live in a global village. Our efforts to connect with colleagues in Singapore, our holding the 2016 ACA Conference and Expo in Montréal (co-sponsored by the Canadian Counselling and Psychotherapy Association) and the European Branch of ACA holding a conference in Milan next fall are just a few examples of how our world continues to "get smaller." When one considers that the International Association for Counselling (formerly the International Round Table for the Advancement of Counselling) first came together almost 50 years ago, it is evident that "going global" is really not an idea in its infancy. Rather, it has matured and is something from which all professional counselors can benefit."

Some initiatives are already in place to help this transition happen. The Council for Accreditation of Counseling & Related Educational Programs (CACREP) has started accrediting international programs and The National Board for Certified Counselors (NBCC) has its own international division. But it is not discussed as much as it should be in professional circles as well as literature. There is a strong need for the counseling profession to advocate for more international standards with respect to the ethics and standards of care. Counselors need to be global and transnational in their approach and training. Yet, there is not enough conversation on the development of an international, global counseling identity.

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There is a debate in the counseling literature about what it means to have this international identity. Heyward and Honderich's (2016) article in *Counseling Today's* Establishing a Professional Counseling Identity, dwells into an exploration of integrated identity for counselors on an international level. The authors explored with 18 counselors from all around the world what it would mean to have an international counselor identity and the answers were divided. On one hand, a global identity would mean similar standards of counseling and stronger professional reach, but on the other, counseling itself is different in each part of the world and the unique characteristics of each might be muddled.

People from different backgrounds and countries live in America and have been doing so for decades and centuries. According to the Migration Policy Report (2018) which collected data through various government sources, it was estimated that 44.7 million immigrants currently live in the United States. This constitutes 13.7% of the overall population. This also means that 1 in 7 U.S. residents are foreign-born. (Batalova et al, 2020). When counseling such a population and realizing the vast differences in nationalities, cultures, first gen immigrants to third gen immigrants, immigration concerns, social, political, emotional needs that often go unmet and so many different ways where therapy can be helpful. Here it helps to have counseling which is more 'international' because it will help in the care of such individuals by counselors who are assigned to them.

It is important to weigh both the benefits and drawbacks of having a global identity. Some questions we need to ask is, does putting ACA's westernized lenses on the global counseling community be helpful, or will it be another problematic domination of western ideals on growing professional communities when their identity is just being created? Or, will having a global identity help the profession and lend credibility and standardize services everywhere?

I believe a balance is required to make sure that this identity is culturally rooted in the country of practice but share the ethics and standards of the profession as a whole. The next question that arises is: how we can do it? The question is multi-faceted and needs a multi-layered approach. It is not possible to reach international grounds all of a sudden. However we can focus on what we can reasonably achieve here first.

Recommendations

All of the above stated questions and client considerations require us, as future or current counselors of the profession, to advocate for more international voices in our professional discourse. The world is getting smaller day by day, and a vast majority of the people are requiring mental health services. The question arises as to how we can do this respectfully and with multicultural considerations in place.

Membership Considerations

ACA currently has memberships at a student and new professional rates which are extremely helpful (Yep, 2015).

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But these considerations are not available for foreign nationals who possibly cannot afford such rates because of the massive difference. If the ACA wants to bridge the gap and make a more international presence, changes in fees for different countries can be helpful to increase membership from various regions. Introduction of international scholarships in the profession, ACA needs to encourage scholarship from people with lived experiences of their respective cultures, races, nationality etc.

To make this happen, it can open university level learning to more countries through information, merit based funding, exchange programs etc. It can also be helpful to fund scholarly research for these diverse populations by means of grants and funding as most national grants are not applicable to international folks. This could not only allow students to be more multiculturally competent but also invite talent to the U.S. to add to the existing literature.

Adaptable Policies

In recent years, international immigration policies are not friendly to non-STEM and humanities based learning. For most counseling programs, students are only given 1 year of Optional Practical Training (OPT) that allows them to live in the US after they graduate as compared to STEM majors with 1+2 years (OPT). Advocating for more time for international students to practice in the U.S after their graduation can help ACA retain talent and knowledge.

This is important as ACA is a core body of counseling professionals and having such diverse experiences will only add to its culturally relevant knowledge base.

This retention of talent also helps other countries indirectly when international students return back with more experiential training in a real world setting. West-Olatunji (2013) talked about joining forces with international students and colleagues who have long returned to their home country after completing their education in the U.S.. This collaboration can act as a bridge that can help ACA on a more global front and allow for more nuanced scholarship.

Worldwide Alliances and Groupings

ACA by definition is American, and there needs to be an alliance/organization on a worldwide level. Introduction of a worldwide forum that is joined by each countries' own regulating body can help in making it a more worldwide phenomenon. Moreover, cross cultural conferences and meetings can also help in introducing and mixing ideas from different places in the world while also adhering to the local laws and guidelines (Yep, 2015).

These recommendations are time consuming and would possibly need attention not just on a professional organization level but also within the advocacy and lobbying efforts of the profession. In conclusion, the argument for diverse voices in the counseling spaces is layered with multiple considerations including how it would impact those diverse voices on personal, professional,

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and international policy levels. I argue that this is worthwhile cause as there is a need for more diverse voices from different backgrounds in the counseling literature. It would not only make client care better but also enrich our profession with a growth that is necessary in our globalized world.

References available upon request.

The (In)Visibility of Black Girls: Considerations for School Counselors

PARIS PRUITT

Professional school counselors should intend to maximize student success. The American School Counseling Association (ASCA) notes that the role of the school counselor is to “to address all students’ academic, career and social/emotional developmental needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success” (2019, p. 1). Through a comprehensive school counseling program created on a yearly basis, school counselors have the responsibility to promote equity and access to all students. The school counselor should be providing direct services to students such as having a school counseling plan, individual student planning, and responding to immediate needs and concerns (ASCA, 2019, n.d.).

There has been a transformation in the role of a school counselor in supporting the success of all students, from vocational guidance to incorporating academic, socio-emotional, and career guidance. Frank Parsons (Jones, 1994), the founder of vocational guidance, noticed that there is an importance to career that should be focused on talents and attributes of the entire person. Now, school counselors are tasked with not only working with career, but also academic and social/emotional tasks for students in the school. Yet, literature is limited on exploration of the support of the school counselor for Black girls in high school (Mayes et al., 2021).

For school counselors to be avid supporters and advocates for Black girls, they need to understand the complex exclusive needs, challenges, and strengths of Black girls. Mayes and colleagues (2021) allow for the experiential knowledge of Black girls to be the center of their work as well as supplying school counselors with the best tools for the upliftment of Black girls to disseminate it to educational professionals.

The Contemporary Educational Experiences of Black Girls

Several studies have indicated that Black girls are not satisfied with the academic experiences that they are having (Archer-Banks & Behar-Herrnstein, 2012; Moore & Slate, 2008; Morris & Perry, 2017). Black girls have explained that they are treated differently than their counterparts, and that there are negative perceptions of them (Archer-Banks & Behar-Hornstein, 2012; Morris, 2007; Morris & Perry, 2017). Black girls notice that no matter where they are in an educational setting, teachers are not seeing their emotional needs and think they need less support or comfort (Archer-Banks & Behar-Hornstein, 2012). Up to now, the research has tended to focus on Black boys and white girls rather than Black Girls.

The Role of School Counselors

Discussions about the stakeholders and people that dictate the success of Black girls in K-12 education will include the school counselor (Mayes, Lowery, Mimis, 2021).

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Since schools were still segregated at the time of the conception of the school counselor, it meant that white counselors were focusing on the needs of the white working-class people (Atkins & Oglesby, 2019).

Although ASCA was formed in 1958 and we began to see schools desegregated, there was not much training on racial equity (Atkins & Oglesby, 2019; Stephens & Lindsey, 2011). Since the country was still in the process of becoming desegregated, counseling practices and education institutions had Anti-Blackness ingrained in its core (Dumas, 2016). For school counselors, there were no thoughts about destroying systems, policies, and beliefs regarding low expectations from Black youth. These ideas were adopted and used to 'correct' Black students to what society believed they needed. counseling as a profession is growing towards equity and social justice (ASCA, 2019; n.d.) such as creating a comprehensive school counseling curriculum that includes what the needs of the students in the school. With a comprehensive curriculum, Black Girls needs can be will less likely be overlooked if the plan is in place.

Black Girls and School Counselors

Previous studies of school counseling have not had much to do with Black girls' experiences (Maya & Hines, 2014). Owens and colleagues (2011) indicated that Black girls in urban school settings knew that there was a school counselor in the building.

However, their perception was that school counselors were not servicing all students; only the students that were getting in trouble or had close access to the school counselor. Black girls felt that they were not going to disclose private information to anyone that they did not trust (Owens et al., 2011).

Further, authors suggest that school counselors should work to demystify the counseling process and intentionally engage in identity development and exploration with Black girls so that they can determine for themselves what it means to be who they are (Holcomb-McCoy & Thomas, 2001; Lipford-Sanders & Bradley, 2005). Several studies have revealed that school counseling can provide insight on how Black girls are impacted by racism, sexism, and classism when they are developing their sense of identity (Holcomb-McCoy & Thomas, 2001, Lipford-Sanders & Bradley, 2005). If school counselors were able to understand the beauty standards for Black girls' development, it can have a large impact on the way that they are policed or mislabeled. This will allow for Black girls to go through a healthy development process (Holcomb-McCoy & Thomas, 2001; Lipford-Sanders & Bradley, 2005).

Holistic Hopes and Adultification with School Counselors

Participants in a study by Mayes and colleagues (2021, pg 143) explained that the school counselors are known to get involved with students when they are failing.

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One participant in the study noted they became “invisible” or not “harassed” by staying just above to not to be on the school counselor radar. Participants noted that they would like to be reached for help with “problems” that can include ways to make it out of high school. If any interactions were happening with the school counselors, the participants would have to initiate.

Five of the ten participants in the study noted that they had positive relationships with their school counselors because they took the initiative. (Mayes et al., 2021). Some of the participants noticed that the school counselors did build relationships with specific students and overlooked others (Mayes et al., 2021). Although the counselors were difficult to reach when participants did reach them, they did it to get quick information. Further, the counselors did not have a lasting impact on some of the participants. Thinking of Black Girls holistically may create the opportunity for adultification to be decreased and eliminated.

Academic Scheduling, Failures, & the Absence of Academic Development

ASCA (n.d.b) describes high school as a period in which students are “full of growth, promise, excitement, frustration, disappointment, and hope (p. 3)” to provide direct services which include, (1) instruction related to the ASCA Mindsets and Behaviors for Student Success; (2) appraisal and advisement regarding student abilities, interests, and achievement to aid in

future decision-making; and (3) counseling as to support student socioemotional development to overcome barriers that impede student success (ASCA, n.d.b). One of the participants in Mayes (2021) explained that the most interaction with her school counselor happened when the counselor noticed missing classes in their graduation requirements and then made sure that they got those classes.

The participants were able to explain that with their academic success, their school counselors were attentive, proactive, and recognized. One of the participants explained that she knew what classes she wanted to take so she made sure to collaborate with the school counselor. One of the three participants noted that when she was doing good in classes or had gotten awards the school counselor relayed the message. It is apparent with the depictions that there is a consistent idea that once the school counselor said that the grades were not up to par then they would reach out but once the grades went back up the participants would not get a follow up meeting.

The (In)visibility of Black Girls’ Emotionality

At the high school level, counseling programs “are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community” (ASCA, n.d, p. 2).

The (In)Visibility of Black Girls: Considerations for School Counselors

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The participants Mayes (2021) noticed a strain in the relationships of school counselors when it came to social and emotional development. Participants had little to no interactions regarding mental health. They perceived that needing to work with counselors on social-emotional issues would be too much a burden for their school counselors who already had busy schedules. Finally, two of the participants (Super J and Lindsey) did not feel an emotional connection with their school counselors which explains their own disconnection from school counselors. They did not feel that school counselors created safe spaces to be fully present, thus they went to other school staff for that kind of support.

There is a consequence of Black girls not having social and emotional interactions with school counselors which is the invisibility of humanity as well the lack of academic success and career development since all three are interconnected. 8 of 10 participants (Mayes 2021, pg 133) were left to think about why they weren't getting the interactions with their school counselors that they yearned for, and this creates an idea of being invisible and unimportant. Two of the participants felt their school counselors were concerned with them "growing as people." Two other participants thought they were made invisible because the school counselors had "too many students on their plates and they didn't want to burden her with any other issues". The last two students didn't feel an emotional connection with their school counselors which in turn could have been the reason that they did not do

well academically.

College-Going & Forced Self-Reliance

The participants explained several activities that they did in the community and school wide activities that allowed for them to be better prepared for post-secondary planning. Overall, the participants explained that they had to be self-reliant to support their post-secondary planning activities. There was uncertainty and lack of information with half of the participants because they were first generation college students (Mayes, 2021).

Despite the updated ASCA National Model (2019) which has a greater emphasis on leadership, advocacy, accountability, and systemic change, it is surprising that Black girls have a limited understanding of the role of the school counselor. Black girls do not see the role of school counselors as holistic and that of including their needs. Black girls' interactions with school counselors were most often focused on academic development with the greatest focus on course selection. This isn't as surprising, because high school counselors are often in the position of master scheduler, thus guiding course selection (McKillip et al., 2012)

Black girls discussed a desire to have school counselors reach out to them, especially since the counselors are the adults in the school setting. Black girls often experience adultification in school where they are perceived to be

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knowledgeable and not needing support (Epstein et al., 2017; Neal-Jackson, 2018). Consequently, school counselors may situate themselves in schools to wait for students, especially Black girls, to reach academic failure or experience disciplinary action before reaching out for potential support.

Despite having access to school counselors and other support staff, Black girls are likely navigating their educational roads alone or with limited resources. Their lived experiences should serve as a call to action for school counselors. It is important that school counselors embrace the transformed role of the school counselor and focus their practices on bringing equity and justice into the school setting. A transformed school counselor has an in-depth understanding of student intersectionality, but also possesses critical knowledge of the ways in which oppression impacts student development and opportunity. Further, as a part of school counselor awareness, they must challenge their own understandings and socializations that may impact and even limit their abilities to see the humanity and capabilities of Black students, especially Black girls (Adkison-Bradley, 2011).

Additionally, it may be important to consider how the school counselor-to-student ratio may impact Black girls' interactions with school counselors. Black girls are likely to attend high-poverty and high-minority schools which have an increased likelihood of a higher counselor-to-student ratio.

To better serve Black girls, greater resources may need to be allocated towards reducing school counselor to student ratios to the ASCA recommended ratio (1:250), if not lower. Further, their stories illuminate the responsibility of school faculty and staff to reform schools and more adequately support Black girls' academic and social-emotional well-being in schools through an intersectional lens (Joseph et al., 2016; Ricks, 2014).

References available upon request.

Departmental Highlights

CONGRATULATIONS TO EVERYONE WHO...

Passed another program milestone:

Dissertation Defense

Dr. Kanyinsola Charis

Dissertation Proposal

Nancy Valverde

Comprehensive Exam

Nkenji Clarke

Shernell Elibox

Joy Gray

Received recognition from professional counseling organizations:

Nkenji Clarke, Shernell Elibox, Nancy Valverde, and Joy Gray - 3rd place in the ACA 2023 Graduate Student Ethics Competition Doctoral Level

Paris Pruitt - Awarded Holmes Scholar

Presented at a conference:

KCA-IC

Fan Fan

Sungwon Yoon-Lee

SRA

Mengyun Chen

CSI PA Statewide Conference

Saiber Shaikh

Ashleigh Johnson

Dominic Augustin

Mihee Woo

Kahyen Shin

Divine Lipscomb

Olivia Mahany

Jess Gerthe, Mansi Kankan, Anushka Mohapatra, Semra Sönmez, Mona Ali Zaib & Sruthy Bhowmik



PLEASE REACH OUT TO YOUR COLLEAGUES TO PERSONALLY CONGRATULATE THEM!



Upcoming & Current Events

INTERNATIONAL STUDENT SUPPORT GROUPS

This semester we had two student-led support groups created in partnership with the Herr Clinic. One for Chinese international students, and one for transgender and queer international students. Thank you Fan Fan and Sungwon Yoon-Lee for the time you put into leading these!



CSI INDUCTION

Congratulations to everyone who was inducted into CSI this spring! We are fortunate to have so many high achieving scholars and counselors.

Spring 2023
DR. EDWIN L. HERR CLINIC

QUEER & TRANS INTERNATIONAL STUDENTS SUPPORT GROUP

Location: CEDAR Building (in person)
Schedule: Every Thursday 05:00-06:30 PM (03/02, 03/16, 03/23, 04/06, and 04/13)
Facilitator: SungWon Yoon-Lee, M.A. (sungwon.yoon.lee@psu.edu)
WARM CHAT WITH LIGHT SNACKS!

TO REGISTER: 

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The Herr Clinic
PennState College of Education

Stress-Management Support Group for Chinese International Students

中文心灵茶话会 --压力管理篇 2023春

Where: CEDAR Building (in person)
Tea and light snacks provided
When: Every Thursday 5:00-6:30 PM (03/02, 03/16, 03/23, 04/06, and 04/13)
Facilitator: 樊璿 Fan Fan, M.A. (fmf152@psu.edu)
To Register: 

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MEET THE AUTHORS

Mengyun Chen



Mengyun Chen is a second year M.Ed. student at Penn State University, majoring in Counselor Education focusing on mental health counseling in schools and communities. She is working as a mental health clinical intern at local school district. Mengyun's research focus is on adolescents, family dynamics, and factors contributing to teenagers' resilience. She will join in human development and family students doctoral program at University of Illinois with research focus on adolescents' well-being.

Paris Pruitt (she/her/they) is a Black feminist counselor educator, Black girl advocate national certified counselor and licensed professional school counselor in both Maryland and Connecticut. Pruitt's research is centered around Black girls and aims to educate school counselors and community partners to better support their academic, social/emotional, and career needs.

Pruitt worked as a Professional School Counselor at Patterson Park Public Charter School in Baltimore City, MD and CREC Science and Innovation Academy in New Britain, CT. Pruitt founded a non-profit Imprint Initiative INC in 2016. Through scholarships, mentoring programs, and workshops, the students were able to discover their passions and define success for themselves. Paris Pruitt upholds her principles as a member of Zeta Phi Beta Sorority, Incorporated through service as she was named "Activist of the Year" for the University of Connecticut's Chapter of the National Association for the Advancement of Colored People in 2019. She was then awarded a Community Service Award from the Phi Delta Zeta Chapter of Zeta Phi Beta Sorority, Incorporated.

Paris Pruitt



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