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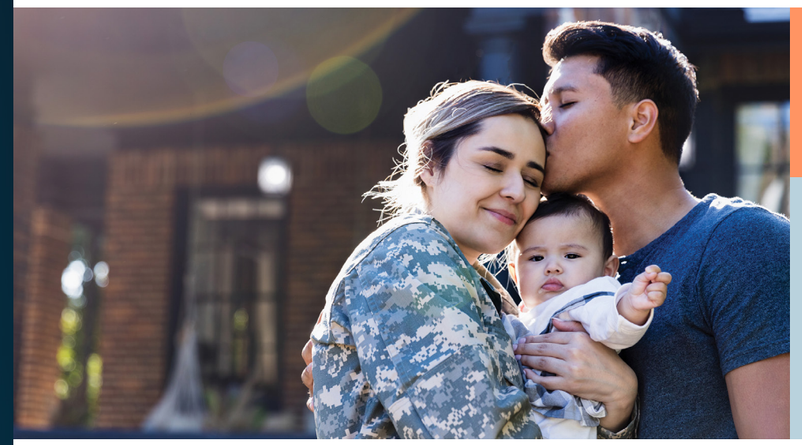

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Attachment, Self-Esteem, and Psychological Distress

A Multiple-Mediator Model

Fei Shen, Yanhong Liu, Mansi Brat

The present study is grounded in *attachment theory*, which is centered around a child's ability to utilize their primary caregiver as the secure base when exploring surroundings, involving an appropriate balance between physical proximity, curiosity, and wariness. Noting the general stability of attachment from childhood to adulthood, previous conceptual work stressed the importance of contexts in individuals' attachment evolvement, highlighting that "patterns of adaptation" and "new experiences" reinforce each other in a reciprocal way. Previous literature provides consistent theoretical and empirical evidence for the significant relationships between childhood attachment and various outcome variables in later adulthood, including adult attachment, self-esteem, and psychological distress. It further reveals a two-fold gap: (a) the variables tended to be investigated separately in previous studies, yet the mechanisms among these variables remained underexplored; and (b) little is known about the role of self-esteem and adult attachment in the association between childhood attachment and psychological distress. Disentangling the mechanisms, including potential mediating roles, involved in the variables will enrich the current knowledge base on attachment and can facilitate counseling interventions surrounding the effects of childhood attachment.

This study aimed to examine the relationship between childhood attachment, adult attachment, self-esteem, and psychological distress; specifically, it investigated the multiple mediating roles of self-esteem and adult attachment in the association between childhood attachment and psychological distress. Using 1,708 adult participants, a multiple-mediator model analysis following bootstrapping procedures was conducted in order to investigate the mechanisms among childhood and adult attachment, self-esteem, and psychological distress. As hypothesized, childhood attachment was significantly associated with self-esteem, adult attachment, and psychological distress. Self-esteem was found to be a significant mediator for the relationship between childhood attachment and adult attachment. In addition, adult attachment significantly mediated the relationship between self-esteem and psychological distress. The results provided insight on counseling interventions to increase adults' self-esteem and attachment security with efforts to decrease the negative impact of insecure childhood attachment on later psychological distress.

The findings from the present study shed light on interventions for clients' psychological distress. Specifically, counselors could conceptualize self-esteem in a relational context in which they may incorporate clients' support systems (e.g., close friends, partner, parents) into the treatment. A key treatment goal may be utilizing close relationships to boost self-esteem. Clients may further benefit from reflecting over specific attachment behaviors and interactional patterns within close relationships (e.g., how they manage proximity to an attachment figure when they experience distress) in order to restructure and enhance their attachment security internally and externally. The finding of self-esteem as a significant mediator supports the proposition that self-esteem is responsive to life events and that these can influence one's perception and evaluation of self.

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Read full article and references:

Shen, F., Liu, Y., & Brat, M. (2021). Attachment, self-esteem, and psychological distress: A multiple-mediator model. *The Professional Counselor*, *11*(2), 129–142. doi: 10.15241/fs.11.2.129

“It’s Never Too Late”

High School Counselors’ Support of Underrepresented Students’ Interest in STEM

Autumn L. Cabell, Dana Brookover, Amber Livingston, Ila Cartwright

The science, technology, engineering, and math (STEM) fields in the United States comprise a large sector of the economy, and the demand for employees with STEM skill sets is a national priority. Choosing to major in STEM programs and pursue a career in a STEM field can lead to large job opportunities and high pay, but not all students have equitable opportunities to pursue careers in STEM. Black, Latinx, and Native American workers are underrepresented in STEM occupations compared to White and Asian workers; similarly, women are underrepresented in certain STEM fields. These disparities begin even in high school, with girls and underrepresented minorities being more likely to experience stereotype threat and less likely to be enrolled in advanced STEM coursework. Professional school counselors must address the inequities in opportunity for their students through targeted STEM career interventions.

The purpose of the current study was to understand the experiences of high school counselors who support underrepresented students’ STEM career interests and the contexts that influence their support. Two research questions guided this inquiry: 1) What are the experiences of high school counselors who support girls’ and underrepresented minority students’ STEM interests and career aspirations? and 2) What contexts (including the COVID-19 pandemic) influence high school counselors’ support of girls’ and underrepresented minority students’ STEM interests and career aspirations? The researchers interviewed eight high school counselors and one college counselor in a high school; six of the participants identified as Black, two as White, and one as Mexican American/Chicano, and their experience ranged from 4 to 18 years.

Four themes emerged from the participants’ interviews describing their experiences supporting the STEM interests of girls and underrepresented minority students, as well as the contexts which impact their ability to support these students. The first theme was professional knowledge of issues of diversity in STEM. All participants were aware of the lack of racial and gender diversity in STEM at the national level, and the participants saw this gap already in their high schools.

The second theme was training related to the needs of underrepresented students in STEM. Here, the participants reflected on the formal and informal training opportunities they completed to effectively meet their students’ needs. Two of the participants shared their experiences with informal professional development groups with their colleagues or webinars focused on increasing diversity in STEM. However, seven of the nine participants were not able to discuss informal or formal training opportunities regarding STEM and underrepresented students.

The third theme was active engagement in supporting underrepresented students’ STEM career interests. The school counselor participants described the roles they took to support students with STEM interests. These roles included providing exposure for students to STEM fields, building relationships to assist them in discovering STEM careers, and intentionally making sure underrepresented students had opportunities to participate in STEM initiatives and coursework.

The fourth theme was barriers related to supporting underrepresented students’ STEM interests. COVID-19 lessened the participants’ ability to focus on STEM career initiatives, as they were dealing with distance and technology barriers. Some participants mentioned that their schools did not offer enough college readiness and STEM opportunities; a lack of anti-racist teaching was also a concern. Time and administrative tasks not related to the role of a school counselor impacted their ability to do STEM interventions. And finally, some students had low STEM self-efficacy, which might lead to the students writing off STEM careers as an option.

There are several implications for practice from this study. First, students may benefit from school counselors sharing more STEM bridge program opportunities, as well as other postsecondary options, such as apprenticeships. Next, even when schools are in virtual formats, there are opportunities for school counselors to connect students to virtual STEM internship experiences. School counselors can also collaborate and consult with local university and community college career services departments to learn more about STEM resources to share with students. School counselors should also ensure that the STEM course offerings at school are inclusive and anti-racist. The implications also extend to counselor educators and school administrators, who can both offer opportunities for and encourage school counseling students and school counselors to attend STEM-related professional development.

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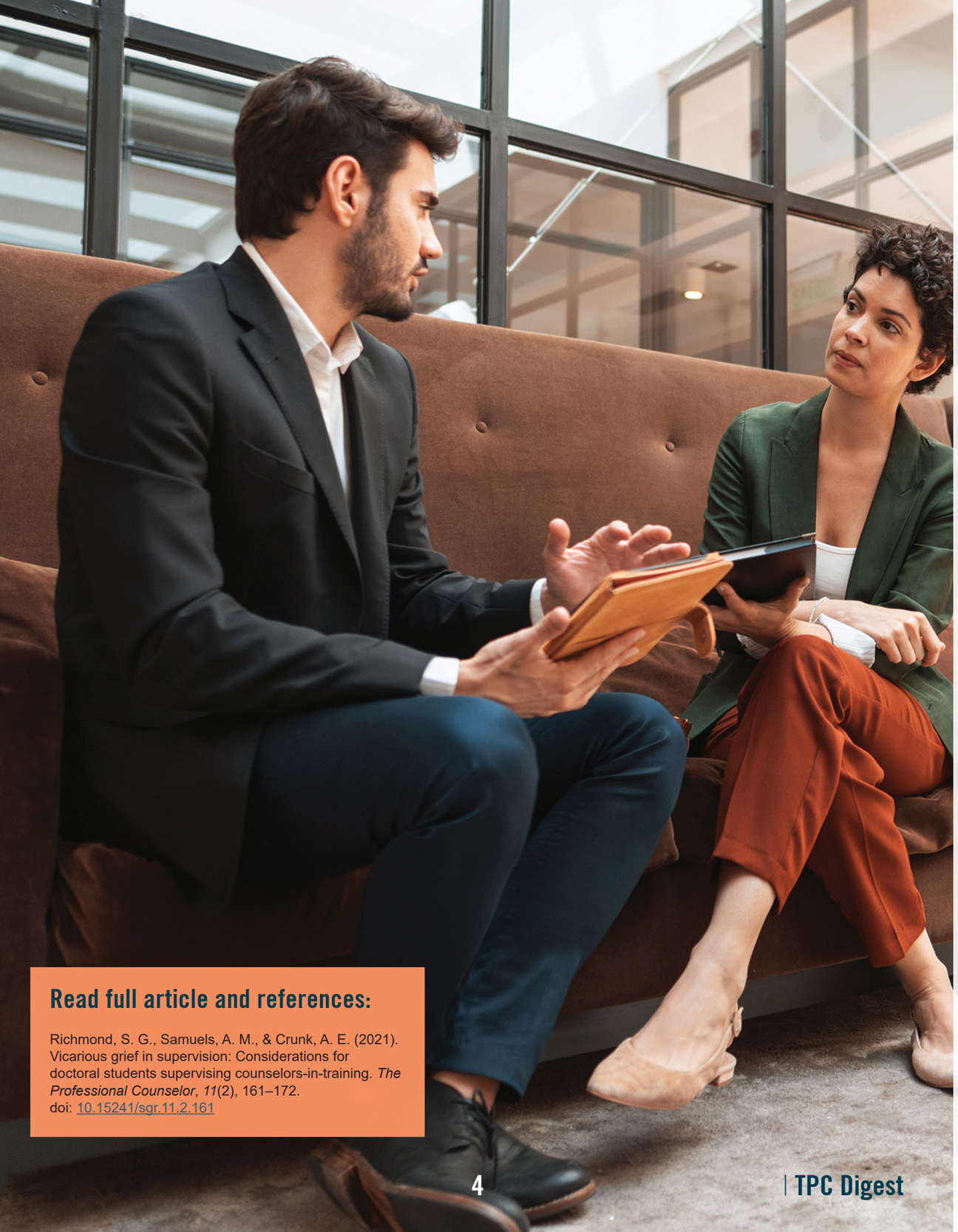
Read full article and references:

Cabell, A. L., Brookover, D., Livingston, A., & Cartwright, I. (2021). “It’s never too late”: High school counselors’ support of underrepresented students’ interest in STEM. *The Professional Counselor*, *11*(2), 143–160. doi: 10.15241/alc.11.2.143



Read full article and references:

Richmond, S. G., Samuels, A. M., & Crunk, A. E. (2021). Vicarious grief in supervision: Considerations for doctoral students supervising counselors-in-training. *The Professional Counselor*, *11*(2), 161–172. doi: 10.15241/sgr.11.2.161

Vicarious Grief in Supervision

Considerations for Doctoral Students Supervising Counselors-in-Training

Samara G. Richmond, Amber M. Samuels, A. Elizabeth Crunk

Loss and grief are unequivocally part of the human experience. Ranging from loss of a loved one through death, non-death loss, normal life transitions, or collective grief experiences, individuals can expect to encounter loss and grief across their life span. Approximately 10% of bereaved individuals experience *complicated grief*, also referred to as *prolonged grief disorder* or *persistent complex bereavement disorder*, a protracted, debilitating, and sometimes life-threatening grief response. Therefore, counselors and other helping professionals should be prepared for loss and grief to present as a common client concern. Further, not only should clinicians be aware and skilled in navigating loss and grief with clients, but so too should supervisors who work with counselors-in-training (CITs) or early career clinicians.

In paying particular attention to current collective and global grief due to the COVID-19 pandemic, it is necessary to consider the potential pervasiveness of loss and grief clinicians are being asked to manage. More specifically, for students in training, doctoral student supervisors and their master's-level CITs, it is crucial to consider their preparedness for managing grief within the therapy room and the vicarious effects of navigating this clinical content. Prior literature within the counseling field has largely focused on *vicarious trauma*—the negative emotional or psychological changes experienced by counselors resulting from repeated engagement with clients' trauma-related stories, memories, pain, and fear—and we propose that loss and grief can also elicit unexpected grief responses that have the potential to impact counselor well-being and the quality of care they can deliver to clients, known as *vicarious grief* (VG).

Supervision, a principal element of training for counselors as well as a core area of doctoral training defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), provides substantial opportunity to explore VG responses. Specifically, as we consider the role of doctoral student supervisors working with CITs within an academic setting, supervision creates opportunities to connect clinical practice to classroom learning and promote personal growth in the service of clients' needs. As previous research has highlighted the challenges CITs often experience when engaging with loss and grief content, we suggest that training for doctoral student supervisors should include instruction and experiential opportunities exploring how to leverage supervisory roles and relationships to best support ethical clinical care.

Through application of the discrimination model of supervision, the supervisory roles of counselor, consultant, and teacher can inform doctoral student supervisors in addressing VG with CITs. Each of these roles, along with common factors such as the supervisory alliance, provides doctoral student supervisors with necessary tools to support CITs in processing and responding to VG. As coursework in grief and loss is not currently required by CACREP, it is the goal of this discussion to encourage greater attention to the topic of VG within doctoral student education, particularly within supervision courses, to provide doctoral students with ample opportunity to engage in self-study and experiential learning that supports their ability to engage in meaningful supervision with CITs, ultimately supporting counselor and client well-being.

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“I Am Strong. Mentally Strong!”

Psychosocial Strengths of International Graduate Students of Color

S Anandavalli, L. DiAnne Borders, Lori E. Kniffin

Strengths-based counseling, or counseling approaches wherein clients’ psychosocial strengths constitute the foundation to treatment, has proven to be effective in clients’ recovery. Advocates of strengths-based counseling argue that an explicit focus on clients’ psychosocial assets counters a pathology-saturated narrative and results in more successful treatment outcomes. Although research on and practice of strengths-based counseling have expanded over the last few decades, limited emphasis has been placed on identifying and applying minoritized communities’ strengths in clinical settings. Scholars, especially critical race scholars, have observed that the overshadowing of perceived deficits and “pathologies” when addressing the mental health of minoritized communities can be traced to systemic injustices, including racism, classism, and ableism. For instance, critical race theorists have postulated that by recasting the experiences of minoritized communities through the lens of deficiency, dominant groups exert their power and undue influence over historically oppressed groups. The dominant narratives of hegemonic groups impact the mental health profession as well. In fact, researchers have noted that counselors are frequently unaware of their minoritized clients’ strengths.

The paucity of strengths-based research and practice with minoritized clients prompted this inquiry. Specifically, we sought to understand the psychosocial strengths utilized by international graduate students of color (IGSCs) studying in the United States. A review of the mental health literature showed that researchers and practitioners have limited understanding of what specific IGSCs employ in the face of multiple systemic stressors stemming from their racial and immigrant identities. Counseling literature, on the contrary, was laden with predominantly deficit-centric research on international students’ mental health (e.g., “limited” English-speaking skills, homesickness, “adjustment issues”), despite repeated calls to consider strength-oriented variables such as resilience. Thus, this study was initiated in response to a decades-long gap in the counseling literature on the strengths of this population.

In our critical race theory–informed research, we invited eligible IGSCs to share their strengths and how these were effectively used in the face of psychological distress. Eight eligible participants responded to our call and were selected. Using interpretive phenomenological analysis, participants’ interviews on their lived experiences and strengths were analyzed, resulting in five themes—*familial support*, *social connections*, *academic aspirations and persistence*, *personal growth and resourcefulness*, *and resistance* and *critical consciousness*.

The results of this study highlight that IGSCs possess multiple strengths that they proactively utilize to support their mental health and well-being. The challenge, as demonstrated in our review of the counseling literature, is the pervasive deficit perspective when working with this community. Our hope through this social justice–oriented inquiry is to counter this image and support counselors’ culturally competent practice with IGSCs.

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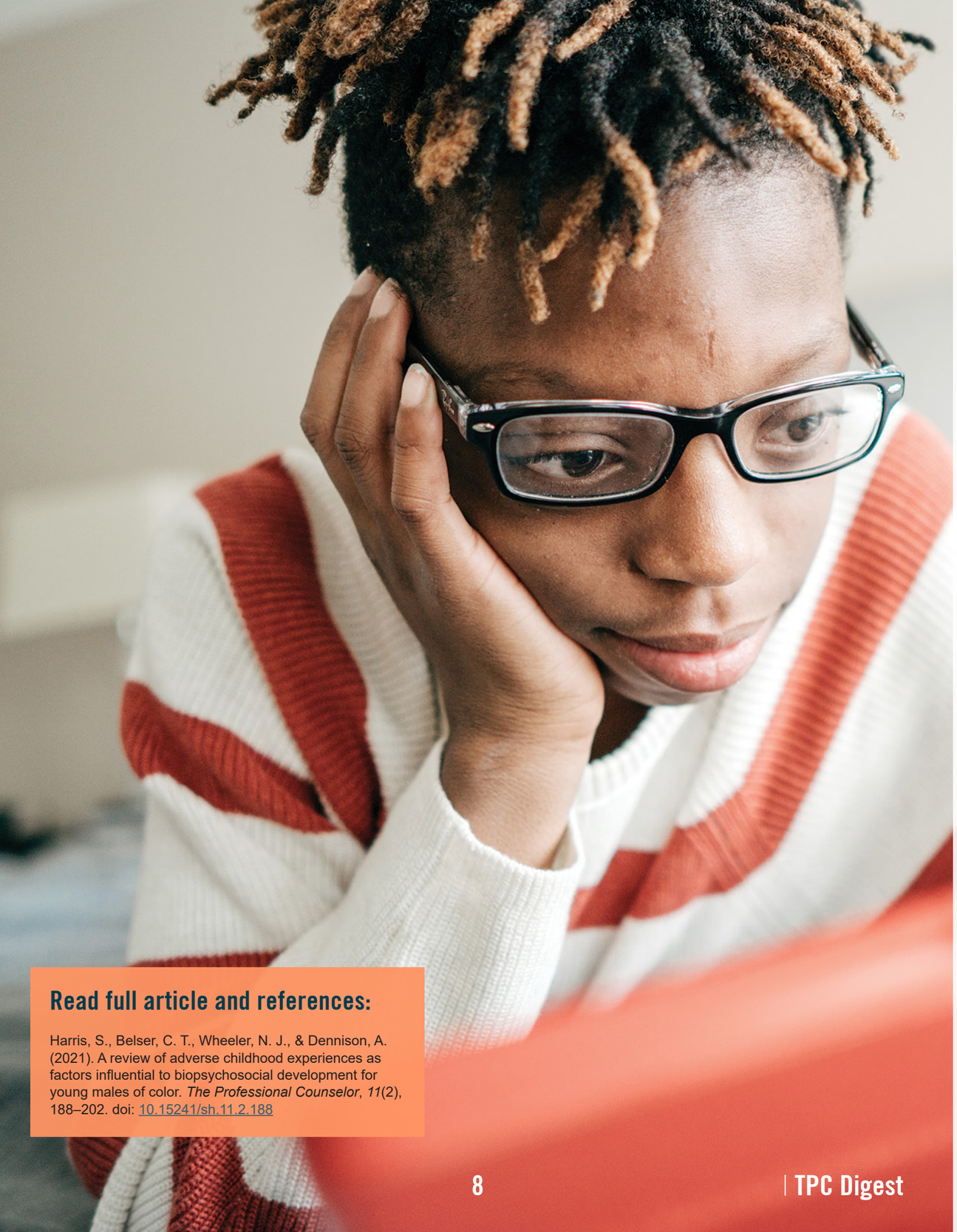
Read full article and references:

Anandavalli, S., Borders, L. D., & Kniffin, L. E. (2021). “I am strong. Mentally strong!”: Psychosocial strengths of international graduate students of color. *The Professional Counselor*, *11*(2), 173–187. doi: 10.15241/sa.11.2.173



Read full article and references:

Harris, S., Belser, C. T., Wheeler, N. J., & Dennison, A. (2021). A review of adverse childhood experiences as factors influential to biopsychosocial development for young males of color. *The Professional Counselor*, *11*(2), 188–202. doi: 10.15241/sh.11.2.188

A Review of Adverse Childhood Experiences as Factors Influential to Biopsychosocial Development for Young Males of Color

Shaywanna Harris, Christopher T. Belser, Naomi J. Wheeler, Andrea Dennison

Prior literature on young males of color (YMOCs) has focused heavily on statistics illustrating higher rates of school suspensions and expulsions, overrepresentation in special education, disproportionate dropout rates, and higher representation in the juvenile justice system. These trends continue into adulthood with higher rates of men of color in the U.S. prison system, a phenomenon labeled as the school-to-prison pipeline. Because recent literature has explored the importance of early childhood adversity and resilience, we highlight the importance of using a contextualized understanding of the biological, social/emotional, and mental health needs of YMOCs. Additionally, we provide implications and strategies for school counselors.

Our review of prior literature includes information on the school experiences of YMOCs. YMOCs often report higher instances of discrimination and lower levels of perceived care, which can translate into lower grades and higher rates of absence. Contemporary research has demonstrated the importance of mental health and education professionals exhibiting cultural competence; taking proactive steps to interrupt patterns of trauma and racism; and fostering positive, non-judgmental relationships with students.

We also explore the literature related to adverse childhood experiences (ACEs) and childhood trauma. A wealth of studies demonstrate that early exposure to adversity and trauma correlate with a myriad of negative outcomes, including deficits in physical health, emotional health, financial stability, educational outcomes, and social functioning, as well as continued cycles of adversity. Trauma exposure can activate chemical and structural changes in the brain, which can trigger long-lasting impacts on physical and psychosocial well-being.

Because school counselors are positioned to support YMOCs earlier in life, we offer preventative and responsive service ideas that can be integrated into their work in schools. Examples include advocating for access to student clubs, sports teams, and mentoring programs that can help students build a support network, as well as engaging students and staff in conversations that challenge biases and support interethnic friendships.

School counselors can also lead efforts in utilizing culturally relevant screening tools and integrating universal screening processes that can help reduce the risk of students' needs going unnoticed. Rather than screening directly for trauma exposure, schools may be better equipped to screen for related markers, such as specific internalizing and externalizing behaviors, help-seeking or coping behaviors, and other specific trauma symptoms. Screening efforts should lead to targeted interventions that respond to student needs. We then discuss a variety of interventions found in the literature on counseling YMOCs. Examples include play-based interventions, forgiveness interventions, work to repair fractured bonds, and interventions focused on self-expression.

We also explore the need for school counselors to be leaders in their school buildings and in the profession. Efforts to promote multicultural competence and ongoing professional development can help prepare educators to respond to the needs of YMOCs. Additionally, we emphasize the need for school counselors to further their own learning and to continually monitor multicultural competence and practice.

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Military Spouses' Perceptions of Suicide in the Military Spouse Community

Rebekah F. Cole, Rebecca G. Cowan, Hayley Dunn, Taryn Lincoln

Military spouses do not serve in combat as service members do, but they are subject to many of the stressors brought on by the military lifestyle that may affect their mental health. In 2019, the U.S. Department of Defense released data regarding military spouse suicide for the first time. In the year prior, 128 military spouses died by suicide, with a suicide rate of 12.1 deaths per 100,000 individuals. In order to gain more insight into the causes of these suicides, as well as necessary prevention measures, this qualitative phenomenological study explored the perceptions of military spouses regarding suicide within their community.

In this study, 10 military spouses were interviewed twice and were asked to provide written responses to follow-up questions. Six main themes emerged from the data: (a) spouses' feelings of loss of control due to constant deployments and moving, (b) spouses' loss of personal and professional identity in the midst of the military lifestyle and culture, (c) spouses' fear of seeking mental health services because of a stigma toward doing so within the military culture, (d) spouses' difficulty and frustration with accessing mental health services at each duty station, (e) supportive connections made within the spouse community as a protective factor against suicide, and (f) spouses' desire for better communication about available mental health resources from military leadership.

This study's results hold important implications for both the military and counseling communities. Military leadership should strategize ways to provide easier access to mental health services for spouses, including suicide prevention programs designed specifically for this population. In addition, suicide education programs for spouses may help them identify warning signs in others, ultimately strengthening the protective factor of the military spouse community. Military leadership should also work to reduce the stigma of receiving mental health services, not only for active-duty service members, but for their family members as well. Military leaders might likewise consider the participants' suggestions regarding direct communication between military leadership and spouses, including a formalized check-in process for each duty station.

Mental health counselors are called to be aware of and screen for risk factors of suicide in the military spouse population. Counselors might also create preventative psychoeducational groups for spouses to enhance their sense of connectedness and wellness. These groups would serve to identify spouses who may need additional supportive services to mitigate risk of depression and anxiety as well as other mental health issues. Additionally, when relocations occur, counselors should connect their military spouse clients with mental health services in their new location and, with the permission of the client, reach out to those providers to ensure continuity of care. Finally, mental health counselors should build partnerships with military leadership in order to develop evidence-based resources specific to preventing suicide in the spouse population and collaboratively work to reduce the mental health stigma present in both active-duty service members and military spouse communities.

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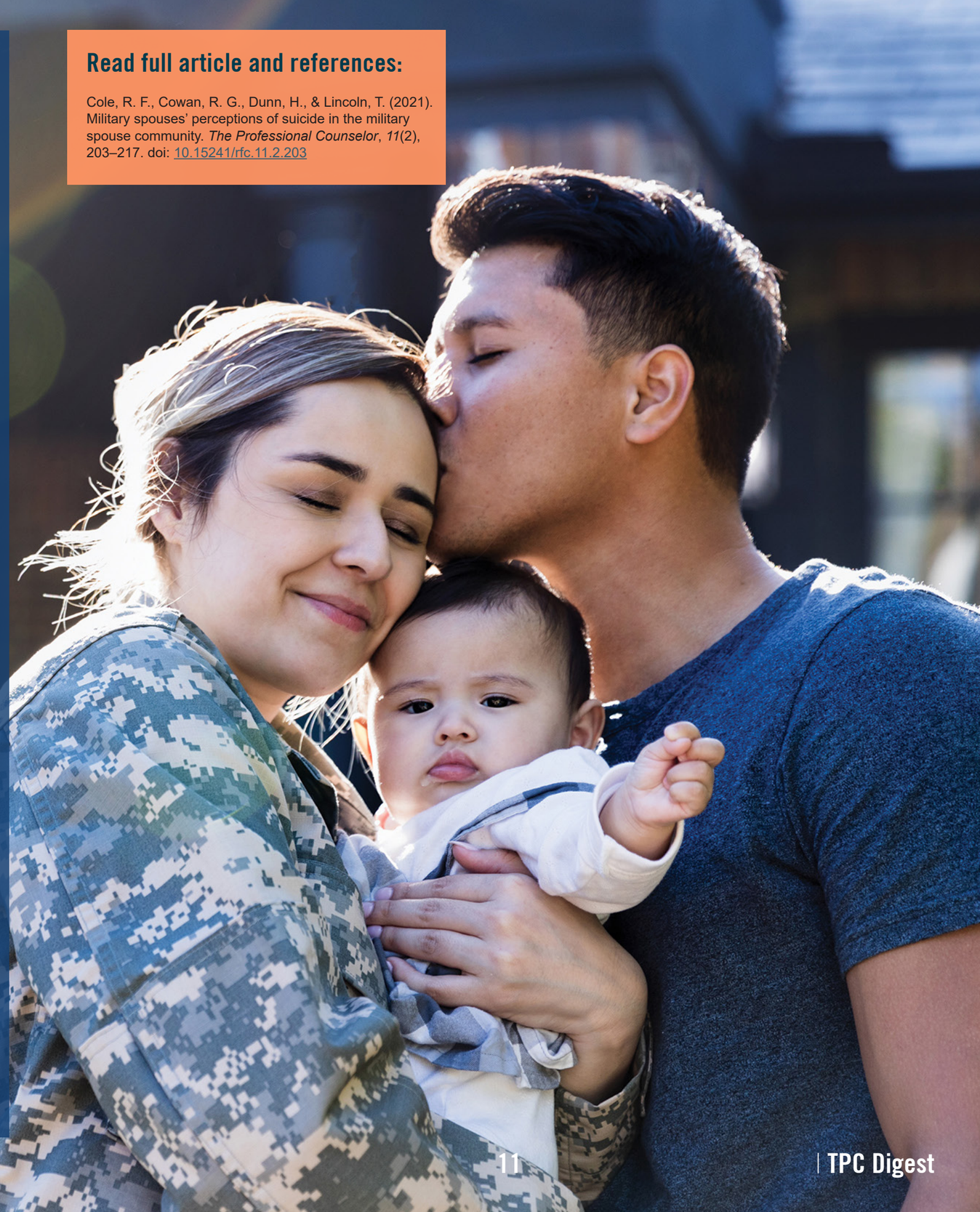
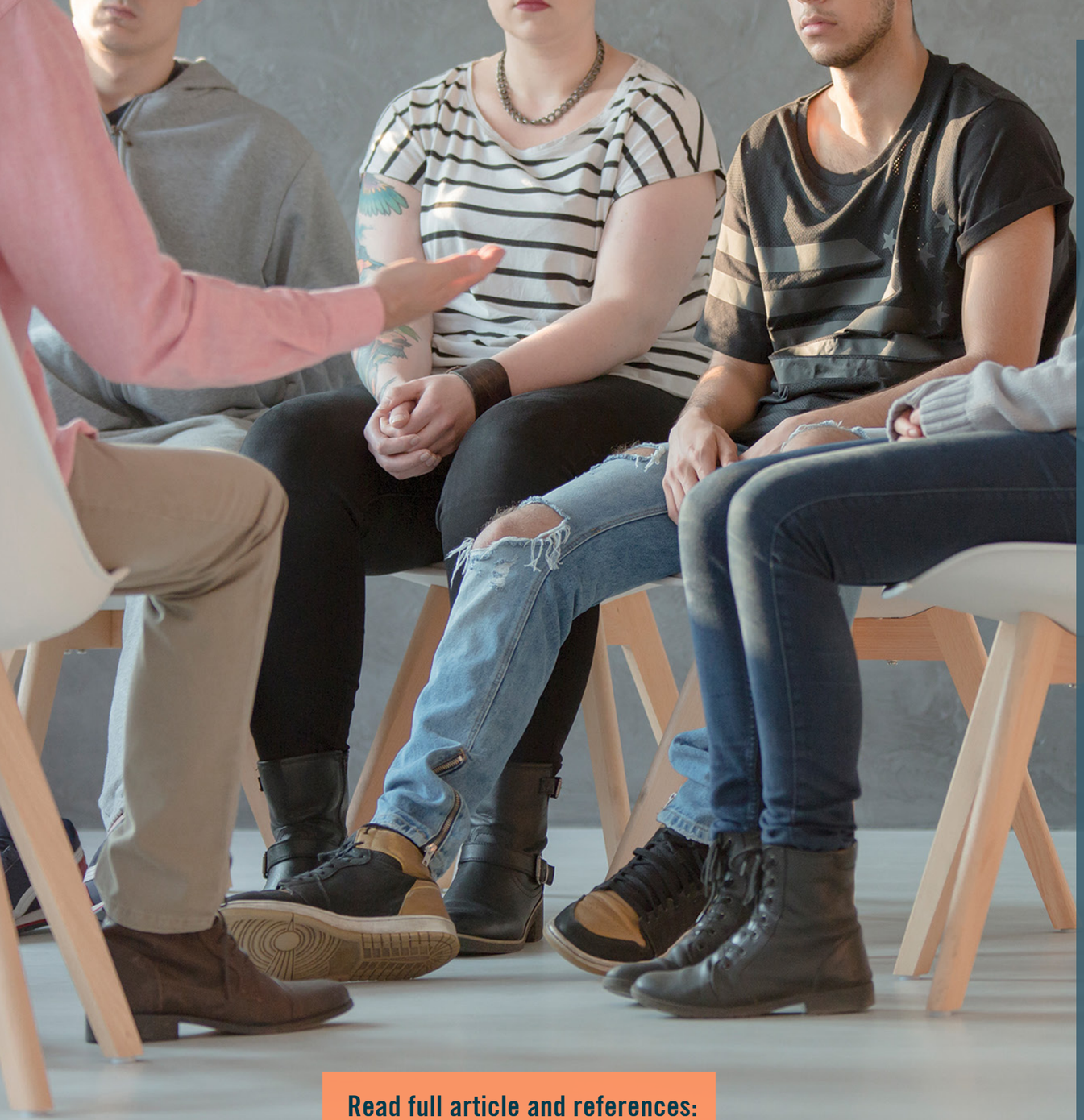
Read full article and references:

Cole, R. F., Cowan, R. G., Dunn, H., & Lincoln, T. (2021). Military spouses' perceptions of suicide in the military spouse community. *The Professional Counselor*, *11*(2), 203–217. doi: 10.15241/rfc.11.2.203





Read full article and references:

Sitton, M. J., Du Rocher Schudlich, T., & Byrne, C. (2021). Psychosocial prediction of self-injurious behavior: A comparison of two populations. *The Professional Counselor*, *11*(2), 218–232. doi: 10.15241/mjs.11.2.218

Psychosocial Prediction of Self-Injurious Behavior

A Comparison of Two Populations

Melissa J. Sitton, Tina Du Rocher Schudlich, Christina Byrne

Numerous studies have examined self-injurious behavior (SIB) because of its clinical importance and increasing prevalence in society. Many of these studies have examined samples of individuals with borderline personality disorder (BPD), wherein SIB is unfortunately common. Other studies have examined college students, who also display more SIB than the general population. However, few studies to date have examined both populations simultaneously to compare experiences of SIB. Additionally, past studies of predictors of SIB have tended to focus on psychological or social factors, without considering how these various elements might overlap to predict SIB. At this time, it is also unknown how psychosocial predictors of SIB may differ between populations of individuals who engage in SIB. Better understanding of how experiences and predictors of SIB may differ between populations would allow clinicians and service providers to better tailor specific prevention and intervention efforts for individual clients.

The purpose of this study was to increase understanding of SIB in two populations: individuals with traits of BPD and college students. For the first sample, individuals seeking treatment for symptoms of BPD (i.e., the BPD-Tx sample) were recruited from a community-based clinic. For the second sample, college students (i.e., the student sample) were recruited from introductory psychology courses. All participants included in this study reported at least one experience of SIB in the past year. All participants completed a measure of their experiences of SIB, including a lifetime total amount of SIB and the intent of their acts of SIB (i.e., nonsuicidal, suicidal, or "ambivalent," meaning neither strictly suicidal nor nonsuicidal). Participants also completed measures of current psychological distress, positive social support, and negative social interactions.

We found that participants in the BPD-Tx sample engaged in more SIB over the course of their lifetime than participants in the student sample. Participants in the BPD-Tx sample also reported more nonsuicidal SIB and ambivalent SIB, but not more suicidal SIB (i.e., there was no statistical difference between the two samples in the number of past suicide attempts). The two samples also differed in reports of current psychological distress, positive social support, and negative social interactions.

When we analyzed the psychosocial variables in the two samples together, we found that psychological distress and sample type (i.e., whether the individual was from the BPD-Tx sample or the student sample) predicted total lifetime SIB. We also found that these two significant predictors interacted, suggesting that psychological distress may relate to SIB differently for the two samples. After graphing this interaction, we found that psychological distress was more related to total lifetime SIB in the BPD-Tx sample than in the student sample.

Based on these results, we concluded that psychological distress and population type (i.e., individuals with BPD or college students) are important factors to consider when assessing for SIB risk. More research is needed to determine the importance of social experiences in relation to psychological distress when assessing SIB risk in any population. Counselors in community-based clinics as well as in college counseling centers may consider implementing intervention programs that target psychological distress (e.g., dialectical behavior therapy), which may be beneficial for multiple populations.

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Using a Relational-Cultural and Adlerian Framework to Enhance Multicultural Pedagogy

Taylor Irvine, Adriana Labarta, Kelly Emelianchik-Key

Counselor education programs are mandated to assist trainees in developing essential multicultural and social justice competencies to become culturally competent counselors. This diversity training entails equipping trainees with the awareness, knowledge, and skills to competently and ethically serve and advocate for diverse client populations. To accomplish this task, counselor educators must draw upon inclusive and culturally responsive educational practices that acknowledge dynamics of power, privilege, and oppression. Despite this evident need, counseling research has persistently highlighted deficits in multicultural education that hinder the development of crucial multicultural competencies. Furthermore, ongoing societal injustices call for counselor educators to engage in self-reflection and examine oppressive pedagogical practices that may perpetuate inequitable systems for marginalized students, clients, and communities.

The framework provided in this manuscript is a multicultural pedagogical approach informed by two counseling theories: relational-cultural theory (RCT) and Adlerian theory. Our proposed framework is predicated on the development of growth-fostering relationships between students and professors. Using this framework, we suggest that counselor educators promote multicultural and social justice competency among trainees by practicing cultural humility and authenticity, incorporating experiential training strategies, and facilitating routine processing of trainees' reactions. Three components comprise this framework: 1) an equitable learning environment, 2) awareness of individual and relational dynamics, and 3) active engagement. We provide an in-depth review of these components and explore various pedagogical strategies to create a classroom environment centered on RCT and Adlerian principles. In addition, this framework poses several implications for enhancing clinical competency and self-efficacy with multicultural concepts. Finally, we conclude with recommendations for future research to examine the efficacy of the proposed pedagogical model to enhance multicultural competency and humility in counseling trainees.

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Read full article and references:

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Litam, S. D. A., Oh, S., & Chang, C. (2021). Resilience and coping as moderators of stress-related growth in Asians and AAPIs during COVID-19. *The Professional Counselor*, *11*(2), 248–266. doi: 10.15241/sdal.11.2.248

Resilience and Coping as Moderators of Stress-Related Growth in Asians and AAPIs During COVID-19

Stacey Diane Arañez Litam, Seungbin Oh, Catherine Chang

Asians and Asian Americans and Pacific Islanders (AAPIs) represent vulnerable ethnic groups that have experienced increased rates of anti-Asian discrimination, harassment, and violence following the COVID-19 pandemic. This increase in COVID-19–related racism has harmful effects on the mental health, coping responses, and wellness of Asian and AAPI individuals. Asian and AAPI individuals who face racism experience higher levels of psychological distress, mental health concerns, and lower levels of self-esteem, social connectedness, and wellness.

Stressful life events, such as experiences of racism, can lead to positive psychological changes, including stress-related growth. Ethnic identity, resilience, and coping responses may impact the relationship between racism and stress-related growth. In this study, researchers examined the extent to which coping, resilience, experiences of subtle and blatant racism, and ethnic identity predicted stress-related growth in a sample of Asians and AAPIs. It is important to note that the Asian and AAPI community is diverse and that there are distinct cultural differences among the various ethnic subgroups, but for the purposes of this study, the researchers aggregated these distinct populations to add to the scant literature on the effects of COVID-19 on the Asian and AAPI community. The study was also designed to promote collective understanding of how the Asian and AAPI community has been affected by COVID-19–related racism.

Participants in this study who reported using mental health services reported higher levels of racial discrimination, resilience, coping, and stress-related growth compared to those who did not seek out mental health services. Additionally, higher levels of ethnic identity, resilience, and coping responses predicted stress-related growth in this sample. The coping strategies of self-blame, religion, humor, venting, substance use, denial, and disengagement moderated the relationship between racial discrimination and stress-related growth following the COVID-19 pandemic. These specific coping strategies speak to the importance of culturally congruent coping in response to stressful life experiences.

This study highlights the importance of ethnic identity, resilience, and coping strategies in promoting stress-related growth following COVID-19–related racism within the Asian and AAPI community. Mental health professionals are called to leverage their Asian and AAPI clients' ethnic identity, resilience, and coping strategies to promote client well-being. Individuals with higher levels of ethnic identity experienced greater stress-related growth; therefore, professional counselors will want to encourage counseling interventions that support a sense of ethnic group belongingness and encourage their clients to explore their ethnic identity. Given the importance of coping strategies and resilience on stress-related growth, it would additionally behoove professional counselors to amplify their Asian and AAPI clients' coping strategies while fostering resilience.

The negative consequences of COVID-19–related racism and anti-Asian discrimination will continue to impact the mental health and wellness of Asian and AAPI individuals. Thus, mental health professionals are encouraged to support their Asian and AAPI clients in strengthening their ethnic identity, building resilience, and using culturally congruent coping responses to mitigate the effects of COVID-19–related racism and promote the development of stress-related growth.

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