



INTRODUCTION

RISE UP: Racial Justice, Immigration, and Social Activism in Psychology and Education

Welcome to the 36th Annual Winter Roundtable on Psychology and Education, sponsored by the Dean's Office and the Counseling Psychology Program at Teachers College, Columbia University. The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology, education, and social work. The theme of the conference—**RISE UP: Racial Justice, Immigration and Social Activism in Psychology and Education**—focuses our attention on racial justice, immigration, and social activism within the disciplines of psychology, education, and social work. The 2019 conference invites proposals that depict research, pedagogy, practice and activism that address these themes. We are very pleased to welcome attendees, presenters and speakers from a broad range of professional backgrounds—from education to activism, mental health to media. This year's conference is a two-day program consisting of keynote addresses, paper and symposium presentations, workshops, student poster presentations, plenary panels and roundtable discussions conducted by experts in the fields of psychology, education, and allied disciplines.

The Winter Roundtable continues its tradition of bringing together scholars, practitioners, educators, researchers, advocates of social change, and students who value the complex influences of race, ethnicity, social class, gender, sexual orientation, ability, and religious affiliation in psychology and education. Several years ago, the Roundtable instituted the Social Justice Action Award, so as to honor the contributions of individuals who have exemplified social change through their principles and practice. The inaugural recipient of the Social Justice Action Award was bell hooks (2004), followed by Jane Elliott (2005), Linda James Myers (2006), Ronald Takaki (2007), Michelle Fine (2008), William Cross (2009), Concepción Saucedo Martinez (2010), Bertha G. Holliday (2011), Anthony J. Marsella (2012), Derald Wing Sue (2013), Urvashi Vaid (2014), Joseph, Jane, and James Clementi (2015), Patricia Arredondo (2016), Wesley Lowery (2017), and The Civic Participation Project (2018). This year we honor the immigrants' rights organization, **Make the Road**, with the Social Justice Action Award.

The Janet E. Helms Award for Mentoring and Scholarship has been a Roundtable tradition for 26 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Robert Carter, Frank Wu, Beverley Greene, Joseph Ponterotto, Rosie Bingham, Nadya Fouad, Thomas Parham, Carolyn Barcus, Alvin Alvarez, Nancy Boyd-Franklin, Helen Neville, Lillian Comas-Diaz, Puncy Heppner, Marie Miville, and Arpana G. Inman. This year, we honor **Dr. Derald W. Sue** for his influence as a scholar and mentor across fields committed to advancing multicultural competencies and social justice in supervision and training, international psychology initiatives, South Asian immigrant diasporic identity and mental health disparities.

The Roundtable is an institution that celebrates the influences of formidable figures in psychology and education and offers opportunities for emerging scholars to showcase their contributions. Continuing with our annual tradition, the Student Poster Session, will serve as a forum for graduate students in psychology and education to share their recent scholarship with conference attendees. We invite you to join these gatherings and dialogue with our presenters.

We have arranged a broad-based conference including presentations across psychology, education, psychiatry, and social work. It is our hope that these presentations will incite further inquiry and interest in training, research, and practice focused on multicultural competencies and social justice.



Sponsorship for the Winter Roundtable Conference is provided by:

The Teachers College Counseling Psychology Program and
The Dean's Office

Honorary Sponsor:

The Race, Identity, and Liberation Conference

Queens College



ACKNOWLEDGMENTS

We would like to extend our appreciation to the following individuals who contributed their time and effort to the TC Winter Roundtable:

The staff of the Dean's Office

College-wide support

- Special thanks to the Business Services Center, Audio-Visual Services, and Computing and Information Services.
- We deeply appreciate the faculty and staff in the Counseling Psychology program for supporting the conference.

The Program Committee

- Faculty Co-Directors: Riddhi Sandil, Ph.D., Gregory J. Payton, Ph.D.
- Student Co-Coordinators: Charlene Bernasko, Cassandra Z. Calle, and Anna Motulsky

Outside Support

- Thanks to Rachna Chari for her graphic design work on the Postcards and Call for Papers. Additionally, a big thank you Teachers College Business Services Center, Rocky Schwarz and staff, for the production of the conference programs and other printed materials.
- Conference support personnel who assisted in organizing activities
- We owe a huge debt of gratitude to our former conference coordinators for their unending support, guidance and wisdom.
- Thanks to the students of Teachers College, Columbia University.
- We also appreciate the efforts of our conference volunteers!



ACKNOWLEDGMENTS

Library of Social Science

We greatly appreciate the Library of Social Science Book Exhibits staff for organizing this year's Book Exhibit. Please be sure to visit the book fair in Horace Mann 150.



We would also like to thank Joe Coffee Company for providing our first 500 registrants with free drink cards!



TEACHERS COLLEGE COLUMBIA UNIVERSITY

The 36th Annual Winter Roundtable Conference in Psychology and Education

The longest running continuing professional education program in the United States
devoted solely to cultural issues in psychology and education

Friday & Saturday | February 22 - February 23, 2019 www.tc.edu/roundtable

To request disability related accommodations contact OASID at OASID@tc.edu, (212) 678-3689, (212) 678-3853 TTY, (646) 755-3144 video phone, as early as possible.



PROGRAM SCHEDULE


FRIDAY, FEBRUARY 22, 2019

For security reasons, please have your badge visible at all times of the conference

8:00 AM – 8:50 AM **Registration & Refreshments** Horace Mann
140, 138A

8:00 AM – 5:00 PM **Book Fair** Horace Mann
150
Please visit the **Book Fair**. The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.

9:00 AM – 9:15 AM **WELCOME AND OPENING SESSION** Cowin
Auditorium
(147 Horace Mann)
Riddhi Sandil Ph.D., Gregory J. Payton, Ph.D.,
Winter Roundtable Co-Directors

9:15 AM – 10:15 AM **Interrupting Criminalization: The Role of Educators and Practitioners** Cowin
Auditorium
(147 Horace Mann)
 **Andrea Ritchie**, Immigrant police misconduct attorney, Researcher in Residence at the Barnard Center for Research on Women, & Author of *Invisible No More: Police Violence Against Black Women and Women of Color*.



10:30AM – 11:30 AM

Symposia

Human Rights Training and Mentorship: Promising Practices from the Mount Sinai Human Rights Program

Grace Dodge
Hall 539

Kim Baranowski, Ph.D., Teachers College, Columbia University, New York, NY

Elizabeth Singer, M.D., Mount Sinai Human Rights Program, New York, NY

Craig L. Katz, M.D., Icahn School of Medicine at Mount Sinai, New York, NY

10:30AM – 11:30 AM

Papers

Muslim American Identity Expression

Grace Dodge
Hall 541

Benjamin H. Bazzi, B.S., Howard University, Washington D.C.

Angela Ferguson, Ph.D., Howard University, Washington, D.C.

Increasing the Number of Men of Color in Psychology: Articulating a Racial Justice Approach

Horace Mann
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Samuel T. Beasley, Ph.D., Western Michigan University, Kalamazoo, MI

Colorism, Gendered Racism, Social Appearance Anxiety, and Psychological Resistance among Black Women

Horace Mann
432

Noreen K. Boadi, Ph.D., Thrive NYC – Mental Health Service Corps, Hunter College, New York, NY



10:30AM – 11:30 AM

***Micro-“offenses:” Addressing and Understanding
Prejudice Between People of Color (POC)***

Horace Mann
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Roundtables

Laila Abdel-Salam, M.A., ED.M., Teachers College,
Columbia University, New York, NY

Nadine Postolache, B.A., Teachers College, Columbia
University, New York, NY

Nina Lei, M.S., LHMC, Teachers College, Columbia
University, New York, NY

Wei Motulsky B.A., Teachers College, Columbia
University, New York, NY

Silvia Alves Nishioka M.A., Teachers College,
Columbia University, New York, NY

The Intersectionality of Muslim Women

Grace Dodge
Hall 361

Ramsey Waiel Ali, M.A., LMFT, University of Iowa,
Iowa City, IA

Sara Heshmati, B.S., University of Iowa, Iowa City,
IA

Nikki Mathur Grunewald, M.S., University of Iowa,
Iowa City, IA

Ching-Lan, M.Ed., University of Iowa, Iowa City, IA

***Beyond the Binary: Working with Non-Binary Clients
of Color***

Grace Dodge
Hall 449

Nick Bensmiller, M.A., Ed.M., The Institute for
Human Identity, New York, NY

Wale Okerayi, M.A., Ed.M., The Institute for Human
Identity, New York, NY

Anjali Jacob, M.A., Ed.M., Teachers College,
Columbia University, New York, NY



Grace Dodge
Hall 461

Mutually Inclusive Identities: Understanding the Intersectionality of Blackness and Womanhood in Multicultural Training

Danice Brown, Ph.D., Towson University, Towson, MD

Daniya Nixon, B.A., Towson University, Towson, MD

11:30 AM – 12:30 PM

Symposia

Talking About Race: Instrument Development and Application of a Color-Conscious Parenting Scale

Grace Dodge
Hall 535

Marianne G. Dunn, Ph.D., College of Saint Elizabeth, Morristown, NJ

Brigitte Vittrup, Ph.D., Texas Woman's University, Denton, TX

Guidelines for Social Justice Work: An Addendum to the APA Code of Ethics

Grace Dodge
Hall 539

Helen P. Hailes, M.Sc., Boston College, Boston, MA

Christopher J. Ceccolini, M.A., Boston College, Boston, MA

Ellen Gutowski, M.A., Boston College, Boston, MA

11:30AM – 12:30 PM

Papers

Towards an Understanding of Social Exclusion and Inclusion for Low-Income Latina Mothers

Grace Dodge
Hall 541

Diana Cedeño, Montclair State University, Montclair, NJ

David Schwarzer, Ph.D., Montclair State University, Montclair, NJ

Autumn Bermea, Montclair State University, Montclair, NJ



***An Examination of University Student Preceptions of a
Critical Race-Related Incident, Racial Climate on
Campus, and Social Justice Engagement***

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Michael M. Gale, Ph.D., University of Hartford, West
Hartford, CT

Heather Wimmer, M.A., University of Hartford, West
Hartford, CT

Gary Huang, B.A., University of Hartford, West
Hartford, CT

Madison White, M.A., University of Hartford, West
Hartford, CT

***Learning from the Experience of Black Independent
School Alumni***

Horace Mann
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Maya S. Gunaseharan, Soka University of America,
Laguna Hills, CA

11:30AM – 12:30 PM
Roundtables

***Surviving Grad Programs as Students of Color:
Barriers, Resources, and Resiliency***

Horace Mann
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Jessica Elliot, M.A., Seton Hall University, South
Orange, NJ

Yubelky Rodriguez, M.A., Seton Hall University,
South Orange, NJ

Kimberly Molfetto, M.A., Seton Hall University,
South Orange, NJ



***Power, Privilege and the Free Speech Debate: A
Counseling Perspective***

Grace Dodge
Hall 361

Stephen Fogleman, M.A., M.Ed., The University of
Georgia, Athens, Georgia

Stephanie Shiffler, M.A., The University of Georgia,
Athens, Georgia

Brooke Rappaport, M.S., The University of Georgia,
Athens, Georgia

***Acts of Resistance: Healthy Strategies to Combat the
Psychological Effect of Racism, Sexism, and Other
Forms of Injustice***

Grace Dodge
Hall 449

Maya K. Gordon, Ph.D., Cabrini University, Randor,
PA

Monique C. Johnson, Ed.D., NCC, MCJ Consulting,
LLC, West Chester, OH

***Adverse Childhood Experiences Among Young
Undocumented Immigrants: Implications for Practice
and Policy***

Grace Dodge
Hall 461

Malaika HC. Gutekunst, M.Ed., Lehigh University,
Bethlehem, PA

Chrismerli Rodriguez, M.Ed., Lehigh University,
Bethlehem, PA

Nathalie Lynn, M.Ed., Lehigh University, Bethlehem,
PA

Christopher TH. Liang, Ph.D., Lehigh University,
Bethlehem, PA



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10:30AM – 12:30 PM ***Elevating Minority Youth and Early Career Women of Color Emerging Leaders Through Intentional Mentoring Programs***
Workshops

Kristin Lynn Dempsey, Ed.D., LMFT, LPCC, Wright Institute Masters of Counseling Program, Berkeley, CA

Ulash Thakore-Dunlap, M.S., LMFT, PPSc, Wright Institute Masters of Counseling Program, Berkeley, CA

AREAS OF FOCUS:

- Education/Teaching
- Community-Based Practice

DESCRIPTION:

Intentional mentoring has been used to promote educational and career development among youth and early career workers for generations. Mentoring provides the individualized academic and work skills support that appeals to many learners and has been especially impactful for developing a variety of careers for members of underrepresented communities: people of color, girls and women, and LGBTQ individuals. Mentoring is impactful as mentors typically have control over the process of providing support to their mentees and can make choices about how to best tailor their mentoring interventions (Bowers et al, 2015; Patton et al., 2016; Van Dam et al., 2018). What is not always apparent in discussions of mentoring is the possibility of providing flexible mentoring programming. Mentoring can take many forms along the lifespan and this 2 hour workshop will present the structure and outcomes for two creative mentoring programs designed to develop the careers for minority youth entering careers in behavioral health, and early career women of color emerging leaders in the field of counseling and psychology. The first program is "Speed" mentoring and natural mentoring education among high school students considering behavioral health careers is one such model. The goal of this program is to engage diverse high school students in San Francisco Bay Area Schools in behavioral health career opportunities that are meaningful and inspiring. Instead of the typical "career day" speakers, youth participate in simple to organize "speed mentoring" groups that allow them to explore various careers with several professionals in a low-pressure environment. Additionally, programming includes assisting students with identifying mentors they already have in their lives as well as skills for



engaging with mentors. How to structure such programming as well as the current feedback outcomes will be reviewed. The second program is providing Mastermind Groups for emerging women of color leaders in the field of counseling and psychology. The current pilot Mastermind Group provides 3-4 emerging women of color leaders a supportive space to explore one personal goal as it relates to their leadership aspirations. Mastermind groups help to challenge each participant to create and implement goals, brainstorm ideas, and support each other with total honesty, respect and compassion. The small group has two experienced co-facilitators (one of the facilitators is presenter two of this workshop) in supporting the members leadership goals. The workshop will share how to run the group and ways it supports early career women of color leaders.



Horace Mann
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***Queer and Trans Wellness: A Community Collective
Approach to Holistic Health***

Aaron S. Brewslow, Ph.D., Albert Einstein College of
Medicine, Bronx, NY

Jeremy L. Guttman, BFA, Modo Yoga, Brooklyn, NY

Riddhi Sandil, Ph.D., Teachers College, Columbia
University, New York, NY

Bradley Silk, B.A., Queer Anga, Brooklyn, NY

Ora Wise, B.A., Queer Anga, Brooklyn, NY

AREAS OF FOCUS:

- LGBTQIAP
- Body Image

DESCRIPTION:

Despite recent shifts in perception, queer and trans people experience disproportionate rates of psychological, social, and bodily distress. Across studies, for example, these communities report elevated rates of anxiety and depression (up to 71% in lesbian, gay, and bisexual samples), suicidal ideation and attempts (up to 60% in some transgender samples), substance abuse, and body image issues (National Transgender Health Survey, 2017; National Alliance on Mental Illness, 2017). Queer and trans people also carry a heavy burden of medical issues, including HIV/AIDS, gastrointestinal issues, and high blood pressure, compounded by minority stressors and the internal management of stigma (Breslow et al., 2015; Reisner et al., 2014). To address these intersecting stressors, a group of activists, artists, and scholars developed a community collective in New York City called Queer Anga. The goal of this multi-racial, multi-gender collective is to promote community wellness holistically through monthly events combining food, yoga, and dialogue about body image and self-care. We aim to address economic disparities by sponsoring yoga/movement instructors, local chefs, and healers to create radical, fun events beyond the reach of a mental health clinic or traditional yoga/wellness space. We host events at a studio with an elevator, accessible showers, and all-gender changing rooms to make wellness both accessible and affordable for our communities who need it. Given the incredible, diverse turnout at each of our nine monthly events, we propose a workshop at WRT aimed to (1)



provide our service to queer and trans attendees, and (2) provide guidance for attendees to create wellness groups in their communities to build resilience in creative, holistic ways. Attendees will learn about trans and queer minority stress and develop skills to create collaborative, alternative methodology to empower marginalized communities to 'rise up' outside a traditional mental health or wellness space.

The two-hour proposed workshop will mirror our monthly events, with the following opportunities for experiential practice and skill building:

1. Psychoeducation: Provide a psychosocial context for queer and trans minority stress and resilience. Introduce the process of building a collective to address health and body image disparities.
2. Breath Work: Certified yoga and breath instructors will lead the group in an accessible breath work and movement exercise. Attendees will learn mindfulness and body scan interventions with a stigma emphasis.
3. Discourse: Two psychologists will then lead the group in discussion about stigma and mental health. Attendees will learn community-based strategies for self- and other-care.

Taking Social Justice Outside of the Classroom: A Consultation Project for Racial Justice

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Alejandra Gonzalez, M.A., The University of Akron,
Akron, OH

Alshabani, M.A., The University of Akron, Akron,
OH

Erika Graham, M.A., LPC-CR, CDCA, The University
of Akron, Akron, OH

Jusiah Prowell, M.S., The University of Akron,
Akron, OH

Baron Rogers, M.A., The University of Akron, Akron,
OH

Samsara Soto, M.A., The University of Akron, Akron,
OH

Shuyan Sheng, M.A., The University of Akron, Akron,
OH



Brittany Griffin, M.S., The University of Akron,
Akron, OH

AREAS OF FOCUS:

- Education/Teaching
- Social Justice

DESCRIPTION:

Doctoral students in a counseling psychology program partnered with a community agency that assists victims of crime from racially and ethnically diverse communities to develop and implement a community-based social justice prevention project. The goal of the project was to assist the agency with (1) assessing their current awareness on cultural humility and cultural competence (2) develop a training to increase their knowledge and self-awareness surrounding topics of cultural humility, implicit bias, oppression, privilege, and microaggressions (3) provide a summary to stakeholders in the agency, including additional suggestions for the agency. This workshop provides information on the development of the project as part of the Interventions for Social Justice: Consultation, Prevention, and Advocacy course, how it was incorporated throughout the course, and lessons learned from implementing the project. This workshop will provide attendees with information on how to incorporate a community-based project into a class through the process of conducting the needs assessment, developing the 4-hour workshop, delivering the intervention, evaluation of the workshop/intervention, and the summary report provided to the agency stakeholders. Presenters will discuss the collaborative process of developing the needs assessment, which included a questionnaire and individual interviews with agency staff. Additionally, presenters will review the development of the intervention through consensus and division of tasks. Further, they will provide reflections on delivering the training to the agency and navigating reactions to their own identities during the process. They will also discuss the evaluation of the intervention and delivery of the summary report to stakeholders. The presenters will discuss the methods that worked and didn't work through the different stages of the project.



Horace Mann
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***The Wisdom of “Get Out:” How Psychotherapy
Becomes a Horror Story***

Lauren Rogers-Sirin, Ph.D., The College of Staten
Island: CUNY, Staten Island, NY

Yanick Francois, The College of Staten Island: CUNY,
Staten Island, NY

Frances Melendez, Ph.D., The College of Staten
Island: CUNY, Staten Island, NY

Shaniqua Hamlet, M.A., Children’s Aid Society,
Staten Island, NY

AREAS OF FOCUS:

- Race/Racism
- Psychology/Counseling

DESCRIPTION:

Jordan Peele's masterpiece "Get Out" has a lot to say to America about white supremacy and the horror it has inflicted and continues to inflict on the Black community. Peele was very thoughtful about every aspect of his film, and that certainly includes the inclusion of a psychiatrist and "therapy" as part of the horror. Jordan Peele was talking to our fields, the helping fields, and saying "this is what you do to black people." And he is right. Psychology too often has contributed to People of Color's psychological pain by equating conforming to white supremacist norms with health. This workshop will use the metaphors of Jordan Peele's "Get Out" as a teaching tool for our field by examining the ways that we have allowed white supremacy into our research, our teaching, and our therapy rooms. There will be three break out groups, following a 10-15 minute introduction that lays out the overarching concepts.

1) Recognizing and naming white cultural norms embedded in theories of psychotherapy, and generating alternatives. For people of color the trauma inflicted by white supremacy is too often recreated in the therapy room itself. White supremacist norms cannot exist without violence against people of color and if this is not fully acknowledged, than therapists risk asking their clients to go into, or stay in, the sunken place.



2) Recognizing and naming white cultural norms and stereotypes that have entered psychological research, and generating ideas for alternatives. Psychological research has always struggled with its tendency to first normalize white culture as healthy and then try to study "other" groups. Psychology has been called out again and again for rendering white cultural norms invisible, as if white culture is universal. This leads to bias in research questions, data collection, and interpretation that can reproduce negative stereotypes about POC, and in many ways denigrate cultures that differ significantly from European and North American white culture.

3) Recognizing and naming how white cultural norms influence the teaching and credentialing of psychologists and other helping professionals, and generating alternatives. A classroom that protects the safety of students of color will inevitably lead to some white students feeling unsafe because they are being forced to experience a paradigm shift in which their comfort is not prioritized. If however, the professor protects the "safety" of white students by avoiding these paradigm-breaking conversations and confrontations, the professor is inadvertently asserting white supremacist norms.



Processing Racial Trauma in White Spaces

Horace Mann
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Archandria Owens, Ph.D., Rhodes College,
Memphis, TN

AREAS OF FOCUS:

- Race/Racism
- Trauma

DESCRIPTION:

This workshop presents crucial information needed by all individuals who work with racial and ethnic minorities. The workshop will first address the definition of as well as the lived experience of individuals experiencing racial trauma and the ways that it manifests itself socially, relationally, interpersonally, and intrapersonally. Additionally, this workshop will then discuss factors inherent in perpetuating racial trauma in "White spaces" (i.e., with White mental health professionals, in predominantly White institutions and systems) and how to create safety, a greater sense of well-



being, and affirming and inclusive services to better support racial and ethnic minorities. This workshop is incredibly important for a number of reasons. At a macro level, we are currently in one of the most volatile climates we have ever been in as a country and the impact on racial and cultural minorities is evident. The impact is not just psychological in nature. The impact of the volatility and the "us versus them" mentality that has been fostered in every facet of our government, institutions, and even in familial units, has become a life or death situation for those who identify as racial and cultural minorities. Due to this obvious impact, how we support, advocate, and intervene within the therapeutic space and in our roles as psychologists, becomes a part of whether our field and our work is seen as an affirming experience or yet another space that perpetuates stigma, discrimination, and well-being only for the few. Learning about racial trauma and the field's growing acknowledgement of it as a legitimate and urgent experience that must be addressed is of utmost importance especially given our sociopolitical climate. Learning about power and privilege and becoming aware of the racial nature of being White and how this impacts the experiences of racial and ethnic minorities in the therapy room is also important as it provides increased power in creating meaningful change both in self and in the individuals that come seeking help and support. Racial trauma and the manifestation of this across domains (emotional, mental, spiritual, neurological, etc.) will be discussed. In addition to this, aspects of White fragility and supremacy that are often triggered in individuals who are part of dominant culture when they are encountered with racial narratives will be discussed. Experiential techniques, psychoeducation, ethical and legal considerations, and evidence-based interventions will be utilized to provide a holistic experience within this workshop.

12:30 PM – 1:10 PM LUNCH

On campus dining services are offered by CulinArt in the Grace Dodge Dining Hall, which is located on the ground level of Grace Dodge Hall. There is a variety of offerings including a Fresh Made to Order Salad Bar, NY Style Deli, Daily Soups, Cooked to Order Grill, Hot Entrees & Brick Oven Pizza. Wide selections of Vegetarian Options are also available. In addition, restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions with peers.



1:15 PM – 2:15 PM

Symposia

Family Separation at the U.S. Border: Evidence- Based Perspectives on the After-Effects of the “Zero-Tolerance Policy” on Child and Family Trauma

Grace Dodge
Hall 535

Emily Hunt, M.A. M.Ed., Teachers College, Columbia University, New York, NY

Stephanie Lundquist, B.A., Teachers College, Columbia University, New York, NY

Cindy Huang, Ph.D., Teachers College, Columbia University, New York, NY

Kiara Alvarez, Ph.D., Massachusetts General Hospital, Boston, MA

Sonya Troller-Renfree, Ph.D., Teachers College, Columbia University, New York, NY

1:15 PM – 2:15 PM

Papers

Identity Among Second-Generation Muslim Americans

Grace Dodge
Hall 539

Ummul-Kiram Kathawalla, M.A., University of Minnesota

Everyday Actions with Profound Impacts: How Teachers Promote Social-Emotional Wellbeing for their Students Experiencing Adversity and Trauma

Horace Mann
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Jessica B. Koslouski, M.Ed., Boston University, Boston, MA

Michelle V. Porche, Ed.D., Boston University, Boston, MA

#2A: Twitter and the Collective (Un)conscious

Horace Mann
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Laura Smith, Ph.D., Teachers College, Columbia University, New York, NY

Laila Abdel-Salam, M.A., M.Ed., Teachers College,



Columbia University, New York, NY

Sarah Alsaidi, M.A., M.Ed., Teachers College,
Columbia University, New York, NY

Molly Coyne, B.A., Teachers College, Columbia
University, New York, NY

Jenn Lam, Teachers College, Columbia University,
New York, NY

Kamiya Kumar, M.S., Teachers College, Columbia
University, New York, NY

Nyrah D. Madon, Teachers College, Columbia
University, New York, NY

Megan McGaughey, B.A., Teachers College,
Columbia University, New York, NY

Randolph M. Scott-McLaughlin, M.A., Teachers
College, Columbia University, New York, NY

Courtney McVicar, Teachers College, Columbia
University, New York, NY

Divya Robin, B.S., Teachers College, Columbia
University, New York, NY

Natalija Trojanovic, Teachers College, Columbia
University, New York, NY

Maya Williams, B.A., Teachers College, Columbia
University, New York, NY

1:15 PM – 2:15 PM

Roundtables

***Understanding the Transracial Adoptee Experience:
Clinical and Educational Considerations***

Grace Dodge
Hall 361

Hannah M. Wing, B.A., Fordham University, Bronx,
NY

Jennie Park-Taylor, Ph.D., Fordham University,
Bronx, NY

Alea Holman, Ph.D., MPH, Fordham University,
Bronx, NY

Jason D. Reynolds, Ph.D., Seton Hall University,



South Orange, NJ

***When Gender Isn't Enough: Examining Activism
within the Racial Majority***

Grace Dodge
Hall 449

Royanna Young, M.S., NCC, QMHP, Howard
University, Washington D.C.

Shareefah N. AlUqdah, Ph.D., Howard University,
Washington D.C.

Brittany Hinkle, M.Ed., Howard University,
Washington D.C.

Sanjida Afrin Meem, M.A., Howard University,
Washington D.C.

***Interrogating the "Good Intentions" of Teacher
Education Program from the Perspective of Student
Teachers of Color***

Grace Dodge
Hall 461

Judy W. Yu, Ed.D., Queens College, City University of
New York, Queens, NY

Angel Ortega, Queens College, City University of
New York, Queens, NY

Stephanie Cruz, Queens College, City University of
New York, Queens, NY

Mariana Laverde, Queens College, City University of
New York, Queens, NY



2:15 PM – 3:15 PM

Symposia

Which Hat Am I Wearing Today? Navigating Bi-Cultural Identity in Various Contexts and Spaces

Grace Dodge
Hall 461

Anjali Jacob, M.A., M.Ed., Teachers College,
Columbia University, New York, NY

Kiara S. Manosalvas, M.A., Teachers College,
Columbia University, New York, NY

Emily Hunt, M.A., M.Ed., Teachers College,
Columbia University, New York, NY

Judy Seoud, Teachers College, Columbia University,
New York, NY

Sara Gillooly, Teachers College, Columbia University,
New York, NY

2:15 PM – 3:15 PM

Papers

From a National Teaching Corps to Core Practices: TFA, The Deployment of Colorblind Ideology, and the Rise of NGSEs

Grace Dodge
Hall 535

Katie Nagrotsky, M.S.Ed., Teachers College,
Columbia University, New York, NY

High School Discipline and Academic and Psychosocial Adjustment: A Moderated Mediation of Marginalization

Horace Mann
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Whitney Polk, M.Phil.Ed., Harvard Graduate School
of Education, Cambridge, MA

2:15 PM – 3:15 PM

Roundtables

Racial-ethnic Socialization: Difficult Dialogues about Race in Families

Horace Mann
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Marianne G. Dunn, Ph.D., College of Saint Elizabeth,
Morristown, NJ

Chloe G. Bland, Ph.D., College of Saint Elizabeth,
Morristown, NJ

Natalie N. Gatti, M.A., College of Saint Elizabeth,



Morristown, NJ

Lotan Lunski, M.A., College of Saint Elizabeth,
Morristown, NJ

Ashley Appleton, M.A., College of Saint Elizabeth,
Morristown, NJ

Brigitte Vittrup, Ph.D., Texas Woman's University,
Denton, TX

***The Burden of the Strong Black Woman: Trauma,
Mental Health, and Moving Forward***

Grace Dodge
Hall 361

Kailyn Lynch, B.A., New York University, New York,
NY

Jasmine Belvin, M.A., New York University, New
York, NY

***Having a Race Dialogue with Loved Ones: Influence of
Family Values, Social Media, and Current Political
Climate***

Grace Dodge
Hall 449

Yuki Okubo, Ph.D., Salisbury University, Salisbury,
MD

Grace Kim, Salisbury University, Salisbury, MD

Temika Carroll, Salisbury University, Salisbury, MD

Yasmine Bailey, Salisbury University, Salisbury, MD



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1:15 PM – 3:15 PM ***Liberation: The Power of Storytelling***

Workshops

Nuha Alshabani, M.A., The University of Akron,
Akron, OH

Javier Martin-Fernandez, M.Ed., The University of
Akron, Akron, OH

Samsara Soto, M.A., The University of Akron, Akron,
OH

Jusiah Prowell, M.S., The University of Akron,
Akron, OH

Alejandra Gonzalez, M.A., The University of Akron,
Akron, OH

AREAS OF FOCUS:

- Social Justice
- Oppression

DESCRIPTION:

Throughout history humans have been using storytelling for education, cultural preservation, entertainment, and sharing of their experiences. Within multicultural societies, such as the United States, there is an opportunity for enriched narratives with the stories of these diverse groups in our communities. However, in a society infected by systematic oppression, not all stories are equally acknowledged, affirmed, or valued. Some stories face resistance from the status quo and are often silenced or marginalized. Furthermore, within systems of oppression, the targets' culture, language, and history is misrepresented, discounted, or eradicated. Subsequently, targets of oppression are socialized to internalize their condition. Storytelling is one modality that enables oppressed persons to define their own reality, express their unequal treatment, and externalize the oppressed condition. This three-hour workshop demonstrates how to identify, develop, and tell personal stories related to oppression. First the workshop outlines and describes the elements of the storytelling intervention with facilitators disclosing their own personal stories. Next, the facilitators will guide participants in developing insight into their personal narrative and reauthoring it in a way that recreates meaning in their lives, ultimately fostering liberation, empowerment, and social justice. Participants will have the opportunity to share these narratives amongst the group and discuss the experiences of



sharing and hearing these stories. Workshop participants will discuss the impact of these reauthored stories. Specifically, how to utilize stories to counter, resist, and interrupt the dominant narrative that uphold the status quo and enact change. The workshop will close with information for how psychologists can use storytelling to promote competence in working with culturally diverse clients, inform advocacy and outreach interventions, as well as increase awareness and attention to social justice (Banks-Wallace, 1998). This workshop presents storytelling techniques as a form of social activism that promotes racial justice. Participants will a) learn about storytelling components, b) write their own stories involving an experience of oppression, c) practice the intervention through self-disclosure, and d) plan for utilization of storytelling in social justice work.



Cultural Competence and Activism: The Journey From Knowing to Doing**

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Patricia Shalene Dixon, Psy.D., Florida School of Professional Psychology at Argosy University, Tampa, FL

Gary Howell, Psy.D., Florida School of Professional Psychology at Argosy University, Tampa, FL

Asia Wardlaw, M.A., Florida School of Professional Psychology at Argosy University, Tampa, FL

Natalia Andino-Rivera, M.A., Florida School of Professional Psychology at Argosy University, Tampa, FL

AREAS OF FOCUS:

- Multicultural Competencies
- Intersectionality

DESCRIPTION:

Traditionally, approaches in teaching, research, and practicing within the field of psychology have lacked consideration for the role of culture in the experiences of individuals. As the field progresses there is an increased awareness of how important culture is in understanding human thoughts, behaviors, and emotions. Cultural competence requires clinicians to incorporate an understanding of the cultural dynamics both they and their client bring in the clinical setting. This requires clinicians to evaluate their own cultural



autobiography in order to gain a greater understanding of the biases they possess, as well as explore how these biases developed. Once personal biases are identified, there is an opportunity to minimize the likelihood of microaggressions in treatment. Clinicians should be in a constant state of evaluating and re-evaluating their cultural knowledge and skill set. The purpose of this workshop is to increase cultural competence through an experiential lens. To ensure all clients receive the most effective care, cultural competence is no longer an option, but a necessity. This workshop benefits students, clinicians, and professors. This workshop will be comprised of five exercises which include the Diversity Walk; Fish Bowl; Microaggressions; "Coming Out" Stars; and Full Circle Perspective. These exercises are aimed at contributing to the 4 factors of Cultural Competency regarding awareness, knowledge, skills, and advocacy. Awareness: Diversity Walk- Participants will be able to identify aspects of their identity and assess intersectionality of privilege and oppression across identity statuses. Microaggressions- Participants will be able to identify what constitutes a microaggression and explain the consequences of using microaggressions. Knowledge: Fish Bowl- Participants will be able to define White Privilege and engage in discussing perspectives from those who identify as White, as well as those who identify as an ethnic minority, and then between groups. "Coming Out" Stars- Participants will be able to describe factors that impact the coming out process for individuals from the LGBT population. Skills: Full Circle Perspective- Participants will apply awareness of how their perspectives may impact their understanding of clients. Advocacy: Difficult Dialogue- Participants will identify ways in which they can become better advocates for the populations they serve.

*** Due to interactive nature of this workshop, attendance will be limited.*



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Social Justice Advocacy in the College Setting: Caring for Our Students, Communities, and Ourselves

Sudha Wadhvani, Psy.D., Montclair State University, Montclair, NJ

Anna Hope, Ph.D., Mount Holyoke College Counseling Service, South Hadley, MA

Jade Logan, Ph.D., Chestnut Hill College, Philadelphia, PA

Adriana DiPasquale, Psy.D., Holy Cross Counseling Center, Worcester, MA

AREAS OF FOCUS:

- Social Justice
- Psychology/Counseling

DESCRIPTION:

The intersection of multiple identities in our professional and personal lives is at the forefront of our social justice initiatives in college settings, as we struggle to find balance in caring for our students, communities, and ourselves. Recent research continues to expose the impact of the socio-political climate on mental health. APA's Stress in America survey found significant increases in stress across race and ethnicity (APA, 2017). Cerulo (2017) noted an increase in hypervigilance, insomnia, and an inability to set limits on obtaining news information. Finally, the current socio-political climate has been found to exacerbate clinical symptoms of anxiety, fear, depression, and feelings of victimization (Farber, 2018). In addition to stress related to racial justice and immigration, the increased attention on sexual violence and rising reports of incidents of anti-Semitism, Islamophobia, homophobia, and transphobia on college campuses, (Baumann, 2018) add further threat to other marginalized aspects of our identities and call for increased attention among our social justice initiatives. APA's multicultural guidelines (APA, 2017) challenge us as professionals to rise up to meet the mental health needs of students, clients, and campus communities in ways that we might not have before. We struggle to cope ourselves, waking to news feeds that begin our days with sorrow, anxiety, and disbelief, mustering the energy to do our part to combat systemic oppression and control what we can while keeping up with the demands of our daily work and



personal lives. Resilience is critical, as we lead, unite, and utilize our voices to serve as agents of critical change on our campuses and in our communities. The goals of this workshop are twofold. First, presenters aim to provide a space to explore the challenges and opportunities faced by professionals as they navigate the intersection of their own identities with those of clients, students, and colleagues, providing examples from individual therapy, outreach initiatives, teaching, and administrative roles. Second, we will explore ways that we as professionals can care for and sustain ourselves in this tumultuous socio-political climate, as we strive to cope and empower one another to strengthen our voices and strategically implement change in our respective campus communities.

Immigrants, We Get the Job Done: Hip Hop and Critical Consciousness Raising among Immigrant Youth

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Bryan O. Rojas-Araúz, M.S., University of Oregon, Eugene, OR

Yahaira Ovidio Garcia, M.Ed., University of Oregon, Eugene, OR

Lindsey Romero, B.A., University of Oregon, Eugene, OR

Darien Tabriz Combs, M.Ed., University of Oregon, Eugene, OR

AREAS OF FOCUS:

- Immigration
- Education/Teaching

DESCRIPTION:

Although the recording industry has morphed what is produced as hip hop today, the historical roots of hip hop are grounded in activism and empowerment (Hadly & Yancy, 2012). On one hand, hip hop is dominated by associations with violence, drugs, and the promotion of negative views and



stereotypes of youth of color. These associations not only perpetuate fear and prejudice within the dominant society, but also emphasize for youth of color, a negative internalized image of who they are (Stephen & Phillips, 2005; Stephen & Few, 2007). On the other hand, hip hop has been utilized as an empowerment tool and can be adapted for mental health promotion and psychological work with marginalized communities (Winfrey, 2010). In this workshop, we aim to show how reclaiming the cultural roots of hip hop, and using hip hop to support critical consciousness raising and activism, is a promising avenue when working with immigrant youth. Critical consciousness work with youth, based in Freirean pedagogy, can be described as the development of critical awareness of oppression, motivation and agency to challenge that oppression, and transformative action (Diemer, McWhirter, Ozer & Rapa, 2015). Youth with higher levels of critical consciousness have been shown to have better mental health (Zimmerman et al., 1999), practice healthier sexual decision-making (Campbell & MacPhail, 2002), have better academic outcomes (Cabrera et al. 2014), and engage in higher levels of career development during youth (Diemer et al., 2010, McWhirter & McWhirter, 2016). Creating pedagogic spaces in which immigrant youth are supported to become aware of their own identities, experiences, and the impact of cultural and societal barriers can be transformative and empowering (Akon, 2009). Presenters will provide a brief history and philosophy of the origins of hip hop. We will describe critical consciousness and how hip hop can be used as a tool for reclaiming identity. This workshop is designed to engage participants in exploring the potential of hip hop education for critical consciousness raising, critical thinking, and positive self-identification. This workshop is designed to engage participants in exploring how "through musicking, critical media literacy, and critical pedagogy, young people might analyze and engage critically with Hip Hop and issues of identity, meaning making, representation, and agency in music education" (Tobias, 2014). The two-hour interactive workshop will culminate in generating action steps toward engaging immigrant youth in reshaping messages about immigrants through hip hop education and artistic expression.



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Applying the Critical Consciousness of Anti-Black Racism Model

Brittanie R. Mahanna, B.S., University of Florida, Gainesville, FL

Della V. Mosley, Ph.D., University of Florida, Gainesville, FL

Cindy Maria Hernandez, University of Florida, Gainesville, FL

Carla Prieto, M.Ed., University of Florida, Gainesville, FL

AREAS OF FOCUS:

- Race/Racism
- Black People

DESCRIPTION:

Wellness refers to a "positive state of affairs, brought about by the simultaneous satisfaction of personal, relational, and collective needs of individuals, groups, communities, and societies" (Prilleltensky et al., 2008, p. 110). For Black people, racial trauma - rather than wellness - is pervasive. Although empirical and theoretical research related to racial trauma has grown, psychologists lack an understanding of how to promote wellness among Black people contending with racial trauma (Hargons et al., 2017). Extant research highlights the healing potential in critical consciousness, but does not detail the process and components facilitating the development of critical consciousness of anti-Black racism (CCABR). To remedy this, we interviewed Black Lives Matter activists about their critical consciousness development. Constructivist grounded theory methods (Charmaz, 2011) were used to co-construct the CCABR Model, which has eight categories fitting in three domains: Witnessing Anti-Black Racism (Bearing Witness to Anti-Black Racism, Experiencing Racial Trauma), Processing Anti-Black Racism (Cognitive Growth, Intersectional Growth, Behavioral Growth, Increasing Agency), and Acting Critically Against Anti-Black Racism (Doing Black Liberation Work, Utilizing Black Racial Justice Activist Approaches to Activism).

This study adhered to Black feminist principles of honoring the voices, positions, and identities of individuals and groups



by presenting them in an organic context. Video clips, pictures, and participants' real names will be used as the model is introduced to attendees. After providing the multimedia overview of the model, workshop attendees will be guided through interactive self-reflection exercises that build on the developmental processes that shaped the activists interviewed so that these psychologists and trainees can increase their own CCABR. Building on the self-reflection exercises, attendees will have opportunities to engage in discussions and solution-building activities that will help them determine how they might utilize the model to promote Black wellness based on their own unique social locations and diverse roles as psychologists.

3:15 PM – 4:15 PM

Symposia

Advocacy in Immigrant Detention: Expanding the Roles of Clinicians in Supporting Survivors of Torture and Persecution Facing Deportation

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Sarah MacLean, B.A., Icahn School of Medicine at Mount Sinai, New York, NY

Elizabeth Singer, M.D., MPH, Icahn School of Medicine at Mount Sinai, New York, NY

Kim Baranowski, Ph.D., Teachers College, Columbia University, New York, NY

Advocacy and Social Justice Research in Transgender and Non-Binary Communities

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Sue L. Motulsky, Ed.D., Lesley University, Cambridge, MA

Carla Rosinski, M.A., LMHC, Lesley University, Cambridge, MA

Kimberly Cherry, M.MFT., LMFT, Lesley University, Cambridge, MA

Maura McCullough, M.A., LPC, LSC, Lesley University, Cambridge, MA

Sidney Trantham, Ph.D., Lesley University, Cambridge, MA

Racial Justice in Psychological Assessment in Latinx

Grace Dodge
Hall 361



Individuals

Natalie R. Oropeza, M.A., Palo Alto University, Palo Alto, CA

Terisha Simmons, B.A., Palo Alto University, Palo Alto, CA

Kevin Omar Rodriguez, B.A., Palo Alto University, Palo Alto, CA

Paola Maria Mendoza-Rivera, B.A., B.S., Palo Alto University, Palo Alto, CA

| | | |
|-------------------|--|--------------------|
| 3:15 PM – 4:15 PM | <i>The Lines Between the Check-Boxes: Understanding the Experiences of Racially Ambiguous People of Color</i> | Horace Mann 152 |
|-------------------|--|--------------------|

Papers

Tyce Nadrich, MSED, LMHC, NCC, Molloy College, Rockville Centre, NY

| | | |
|--|---|--------------------|
| | <i>Race-Based Traumatic Stress Symptoms, Negative Affect, and Health Behaviors</i> | Horace Mann 424 |
|--|---|--------------------|

Veronica E. Johnson, Ph.D., John Jay College of Criminal Justice, City University of New York, New York, NY

Jessica Barbera, B.A., John Jay College of Criminal Justice, City University of New York, New York, NY



The Effectiveness of the Poder Program on Diverse Community College Students' Entrepreneurial Self-Efficacy, Critical Behavior, and Technology Attitudes

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Germán A. Cardenas, Ph.D., Lehigh University,
Bethlehem, PA

Nathalie Lynn, Me.D., Lehigh University, Bethlehem,
PA

Elizabeth Cantú, Ph.D., Arizona State University,
Scottsdale, AZ

Tameka Spence, M.A., Arizona State University,
Scottsdale, AZ

Alissa Ruth, Ph.D., Arizona State University,
Scottsdale, AZ

3:15 PM – 4:15 PM
Roundtables

Strategies to Reduce Mental Health Disparities Among Asian American Immigrant Youth

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Angela Kim, Ph.D., Alliant International University,
CSPP, San Diego, CA

Crossing the Border: What Comes After - a Discussion with Practitioners and Researchers Working with Immigrant Families

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Nyrah D. Madon, Teachers College, Columbia
University, New York, NY

Cindy J. Huang, M.A., Teachers College, Columbia
University, New York, NY

Stephanie Lundquist, Teachers College, Columbia
University, New York, NY

Silvia Alvez Nishioka, M.A., Teachers College,
Columbia University, New York, NY

Kailee R. Kodama, Teachers College, Columbia
University, New York, NY

Noemie Kloucek, Teachers College, Columbia



University, New York, NY

Cindy Y. Huang, Ph.D., Teachers College, Columbia University, New York, NY

Break Every Chain: Deconstructing the African Diasporic Identities in Higher Education

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Robina Onwong’a, M.Ed., University of Missouri, Columbia, MO

Jonathan K. Ferguson, M.S., University of Missouri, Columbia, MO

Johanna Milord, M.S.Ed., University of Missouri, Columbia, MO

“Did That Just Happen?:” Black College Students and Race-Related Stress

Grace Dodge
Hall 535

Christina M. Douyon, M.A., Boston College, Boston, MA

Ashley D. Maxie-Moreman, M.A. M.Ed., University of Miami, Miami, FL

4:15 PM – 5:15 PM

KEYNOTE

ADDRESS



Make the Road New York (MRNY)

Rebecca Telzak, M.A., Director of Health Programs, MRNY

Theo Oshiro, M.A., Services Department, Lead Health Policy Expert, MRNY

Ricardo Aca, Digital Organizer, MRYN

Cowin
Auditorium
(147 Horace
Mann)



5:30 PM – 7:30 PM

**WINTER ROUNDTABLE RECEPTION & STUDENT
POSTER SESSION**

TC Cafeteria,
Grace Dodge

We welcome you to attend a reception to honor the invited speakers and the recipients of the *Social Justice Action Award* and the *Janet E. Helms Award for Mentoring and Scholarship*.

Student Scholarship Poster Session

Thanks to Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, and Charlene M. Alexander, the editors of *The Handbook of Multicultural Counseling* (2010, 3rd edition), a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 43 scholarship recipients were selected based on their poster proposal submissions. This poster session is in honor of their work in the fields of cultural psychology and education.

We invite you to discuss students' scholarship and research in cultural psychology and education.

***Racism, Rejection-Sensitivity and Attitudes Towards
Therapy in Black People***

Tsotso Ablorh, B.A., University of Massachusetts,
Boston, MA

Lizabeth Roemer, Ph.D., University of
Massachusetts, Boston, MA

***Discrimination and Belief in a Just World: Increased
Distress for Ethnic Minorities***

Nuha Alshabani, M.A., The University of Akron,
Akron, OH



The Experience of Microaggressions within the Lesbian, Gay, Bisexual, and Transgender People of Color (LGBT POC) Community: A Review of the Literature

Raymond A. Blanchard III, MS.Ed., LMHC, NCC, CCMHC, Montclair State University, Montclair, NJ

Jasmine Santiago, NCC, LPC, M.Ed., Montclair State University, Montclair, NJ

A Systematic Review of the Literature on Therapists of Color: From 1962 to 2019

Megan Blocker, M.A., New School for Social Research, New York, NY

Reagan Rodriguez, B.A., New School for Social Research, New York, NY

Jordan J. Dunn, M.A., New School for Social Research, New York, NY

Maryam Omid, M.A., New School for Social Research, New York, NY

Jamie Gardella, B.A., New School for Social Research, New York, NY

Doris Chang, Ph.D., New School for Social Research, New York, NY

Stacy Crawford, B.A., New School for Social Research, New York, NY

Sheripha Morrison, M.A., New School for Social Research, New York, NY



***Empowering Vulnerable Populations through
Community-Informed Research: Challenges, Lessons
Learned, and Recommendations for Longitudinal
Research with Newcomer Immigrant Youth***

Vicky A.E. Bouche, M.A., Palo Alto University, Palo Alto, CA

David E. Reed II, Ph.D., University of Texas Health Science Center, San Antonio, TX

Margareth Vanessa Del Cid, M.S., Palo Alto University, Palo Alto, CA

Sita G. Patel, Ph.D., Palo Alto University, Palo Alto, CA

***Mental Health Stigma: Why Athletes Don't Seek Help,
& Where Do We Go From Here?***

Bruin Campbell, B.A., Seton Hall University, South Orange, NJ

***Redefining Gender Expansiveness in the Cultural
Borderlands: Lives of Queer Trans* People of Color in
NYC***

Taymy J Caso, M.A., New York University, New York, NY

***Beyond Tolerance: An Examination of LGBTQIA
Competence in Eating Disorder Treatment Centers***

Courtney Crisp, M.A., Pepperdine University, Malibu, CA

Carrie Castañeda-Sound, Ph.D., Pepperdine University, Malibu, CA



What doesn't kill you doesn't make you stronger. Black girls' experiences, perspectives, and comfort with responding to racism, sexism, and classism in independent schools.

Anita C. Das, M.S.Ed., UPenn GSE, Philadelphia, PA

Sarah Maria Filgueiras, B.A., UPenn GSE,
Philadelphia, PA

Heterosexism and Transgender Adolescents/Emerging Adults: Self, Peers and Family, and Treatment Issues

Ana DaSilva, B.A., Seton Hall University, South
Orange, NJ

Mary Page Leggett, Seton Hall University, South
Orange, NJ

The Effects of Race Related Stress & Racial Identity on Black College Students

Christina M. Douyon, M.A., Boston College, Boston,
MA

Ashley D. Maxie-Moreman, M.Ed., M.A., University
of Miami, Miami, FL

Digital Divide or Divide & Conquer?: The Effect of Title V Funding on Latinx Students Attending HSIs

Michelle Driffill, M.A., St. Mary's University, San
Antonio, TX

Rick Sperling, Ph.D., St. Mary's University, San
Antonio, TX



Felicia Cruz, M.A., St. Mary's University, San Antonio, TX

Cristian Avila, B.A., St. Mary's University, San Antonio, TX

Career Development among Children of Latinx Employees in the Rural US Meat Industry

Yunkyoung L. Garrison, M.A., University of Iowa, Iowa City, IA

Yeji Son, M.A., University of Iowa, Iowa City, IA

Enrique Smith, B.A., University of Iowa, Iowa City, IA

Saba R. Ali, Ph.D., University of Iowa, Iowa City, IA

Conducting Ethical Research with Undocumented Immigrants

Alejandra Gonzalez, M.A., The University of Akron, Akron, OH

Associations between Collectivistic and Interdependent Cultural Values and Mental Health Knowledge, Attitudes, and Treatment-Seeking

Anna Hall, B.A., University of Massachusetts, Boston, MA



Surprising Stories of Adversity and Resilience for Five Women Educators in their Forties, Fifties, and Sixties

Miesha M. Houston, M.A., Webster University,
Webster Groves, MO

Anna M. Werner, Webster University, Webster
Groves, MO

Lisa Tigue, Webster University, Webster Groves, MO

Tachelle D. Rhiney, M.A., Webster University,
Webster Groves, MO

Deborah A. Stiles, Ph.D., Webster University,
Webster Groves, MO

Racial Microaggression Distress, Racial Identity Importance, and Depressive Symptoms Among Black Americans

Shannon Marie Hughley, B.A., University of
Massachusetts, Boston, MA

Tahirah Abdullah, Ph.D., University of
Massachusetts, Boston, MA

Writing Her Own Story: The Development of Black Girl Critical Literacies of Race, Gender, and Class in Independent Schools: Awareness, Agency, & Emotion

Charlotee Jacobs, Ed.D., University of Pennsylvania,
Philadelphia, PA

Romona Weber, B.A., CCRP, University of
Pennsylvania, Philadelphia, PA



***In Search of First-Generation College Students:
Increasing Visibility of an Underrepresented Student
Population***

Ree Ae Sumner Jordan, B.A., The University of
Denver, Denver, CO

Anne Neuweiler, B.S., The University of Denver,
Denver, CO

***An Attachment Theory Perspective on the College
Adjustment of International Students***

Mijin Kim, Ph.D., Virginia Commonwealth
University, Richmond, VA

***Detriment or Solidarity? Examining the Impacts of
Perceived Discrimination on Racial/Ethnic Identity
Between Ethnic Groups***

Gary Kwok, Adelphi University, New York, NY

***Counseling Psychologists as Consultants: Lessons
Learned from a Social Justice Consultation Project***

Christina Seowoo Lee, Ed.M., New York University,
New York, NY

***Development of The Experiential Intervention R.O.W.
(Redefining Our Womanhood) Program***

Kailyn Lynch, B.A., New York University, New York,
NY

***Synergistic Partnerships: Supporting
Underrepresented Students of Color Through
Community-Based Organizations***



Belkis Y. Martinez, M.A., Fordham University, Bronx, NY

Hannah M. Wing, B.A., Fordham University, Bronx, NY

Jennie Park-Taylor, Ph.D., Fordham University, Bronx, NY

Jill Roche, J.D., Hunts Points Alliance for Children (HPAC), Bronx, NY

Where Latinx Youth Feel Empowered: Barriers, Critical Consciousness, and Post-Secondary Education Plans

Nathan Mather, B.A., University of Oregon, Eugene, OR

Lindsey Romero, B.A., University of Oregon, Eugene, OR

Yahaira Garcia, M.Ed., University of Oregon, Eugene, OR

Samantha Martinez, M.Phil.Ed., M.S.Ed., University of Oregon, Eugene, OR

Ellen McWhirter, Ph.D., University of Oregon, Eugene, OR

A Platform Promoting Advocacy and Celebrating Social Justice Endeavors Among Psychology Graduate Students

Sally McGregor, M.A., University of Denver, Denver, CO

Nimi Oduleye, M.A., University of Denver, Denver, CO



Bre-Ann Slay, LPC, University of Denver, Denver, CO

Carly Knauf, M.A., University of Denver, Denver, CO

***Values and Sense of Belonging in Graduate School:
Perspectives from Students of Color***

Alexandria N. Miller, B.S., B.A., Suffolk University,
Boston, MA

Susan M. Orsillo, Ph.D., Suffolk University, Boston,
MA

***Race Talk, Socialization, Critical Consciousness and
Family Satisfaction of Asian Transracial Adoptees
(TRAs): A Mixed-Method Study***

Kimberly Molfetto, M.A., Seton Hall University,
South Orange, NJ

Misun Lee, Ph.D., Seton Hall University, South
Orange, NJ

***Reducing Mental Illness Stigma and Improving Social
Support Among Latin American Immigrants Through
a Group-Based Anti-Stigma Program***

David Pilla, B.S., Teachers College, Columbia
University, New York, NY

Yuanruo Xu, B.A., Teachers College, Columbia
University, New York, NY

Haitisha Mehta, M.A., Teachers College, Columbia
University, New York, NY

Tanvi Kankan, M.A., Teachers College, Columbia
University, New York, NY

Valerie Jackson, Ph.D., University of California, San



Francisco, CA

Lawrence Yang, Ph.D., Columbia University, New York, NY

The Impact of Internalized Racism on Self-Esteem

Katheryn Roberson, M.A., Ed.M., SUNY Albany, Albany, NY

Alex Pieterse, Ph.D., SUNY Albany, Albany, NY

The Relationship between Attachment Style, Stress and the Self-Management of Diabetes for Latinxs

Yubelky Rodriguez, M.A., Seton Hall University, South Orange, NJ

White Perspectives on White Allyship, Race Dialogue, and White Identity

Marissa Milan Salazar, M.S., University of Michigan, Ann Arbor, MI

Perceptions of Threats from Immigrants

Lina Saud, B.A., Rutgers University, Piscataway, NJ

Hesitant Language Use in Racially/Ethnically Diverse Adolescent Girls' Discussion of Mother-Daughter Relationships: A Qualitative Study

Vera Hanya Shao, B.S., Teachers College, Columbia University, New York, NY

Christina Michelle Martin, New York University, New York, NY



Sanjidah Chowdhury, New York University, New York, NY

Sohini Das, New York University, New York, NY

Critical Race Socialization: A Developing Conceptual Model to Understand the Pedagogy of Black Activist Mothers with their Children

Janay M. Watts, M.A.Ed., University of Pennsylvania, Philadelphia, PA

Erika Clark, M.A., University of Pennsylvania, Philadelphia, PA

Morgan Reid, University of Pennsylvania, Philadelphia, PA

Avenues to Agency: Analysis of a Peer-led Anti-stigma Intervention for Latino Immigrants with Depressive Symptoms

Jourdan Williams, B.S., Teachers College, Columbia University, New York, NY

Cognitive Dissonance as a Cultural Factor in a Supervisee's Perception of Incompetence in Clinical Supervisors: a Case Study.

Meng-Ju Yang, M.S., John F. Kennedy University, Pleasant Hill, CA

Haydee Montenegro, Ph.D., Psy.D., John F. Kennedy University, Pleasant Hill, CA



SATURDAY, FEBRUARY 23, 2019

****For security reasons, please have your badge visible at all times of the conference****

8:00 AM – 8:50 AM **Registration & Refreshments** Horace Mann
140, 138A

8:00 AM – 4:00 PM **Book Fair** Horace Mann
150

Please visit the **Book Fair**. The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.

9:00- 10:00 AM **Advocating for Asylum Seekers in a Time of Record
Forced Displacement: a Collaborative, Interdisciplinary
Approach** Horace Mann
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Symposium

Jennifer H. McQuaid, Ph.D., Sanctuary for Families,
NYC: Yale Center for Asylum Medicine, New Haven, CT

Katherine McKenzie, M.D., Sanctuary for Families,
NYC: Yale Center for Asylum Medicine, New Haven, CT

Amelia Wilson, J.D., Columbia Law School, New York,
NY

**Counteracting the Mis-education of Black and Brown
Youth: Everyday Acts of Resistance that Rise from the
Voices of Youth & Families** Horace Mann
432

Janay M. Watts, M.A.Ed., University of Pennsylvania,
Philadelphia, PA

Jackson Collins, Ed.D., Prep for Prep, New York, NY

Charlotte Jacobs, Ph.D., University of Pennsylvania,



Philadelphia, PA

9:00-10:00 AM

Black Millennial Activists Coping with Traumatic Stress

Horace Mann
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Papers

Temple Price, M.A., Howard University, Washington, D.C.

Ivory Toldson, Ph.D., Howard University, Washington, D.C.

Cross-Cultural Spiritual Counseling: Challenges and Possibilities when Providing Spiritual Counseling Across Racial and Cultural Boundaries

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Taylor Stewart, M.Div., Boston College, Lynch School of Education, Chestnut Hill, MA

9:00 AM – 10:00 AM

Microaggression Theory: Influence and Implications

Horace Mann
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Roundtables

Gina C. Torino, Ph.D., SUNY Empire State College, Staten Island, NY

Derald Wing Sue, Ph.D., Teachers College, Columbia University, New York, NY

Christina M. Wing Capodilupo, Ph.D., Teachers College, Columbia University, New York, NY

Kevin L. Nadal, Ph.D., City University of New York, New York, NY

David P. Rivera, Ph.D., Queens College, City University of New York, Flushing, NY



Grace Dodge
Hall 361

***"At Least You are Not Black": Interracial Dynamics
between Asian Americans and Black/African Americans
and the Impact on Training of Counseling and
Psychology Students***

Hsin-Hua Lee, Ph.D., Arcadia University, Glenside, PA

Minsun Lee, Ph.D., Seton Hall University, South
Orange, NJ

Jerome A. Farrell, Ph.D., Lehigh University, Bethlehem,
PA

***Bridging the Gap Between Research and Practice in
Order to Promote Equity Within our Society***

Horace Mann
152

Anna Skubel, M.Ed., Boston University, Boston, MA

Max Margolius, M.S.Ed., Boston University, Boston, MA

Catalina Tang Yan, M.S., Boston University, Boston,
MA

Jessica B. Koslowski, M.Ed., Boston University, Boston,
MA

***When Doctoral Students "Move Against the Grain:"
Exploring Power and Resistance in Doctoral Education***

Horace Mann
424

Courtney R. Lloyd, M.Ed., Boston College, Chestnut
Hill, MA

Whitney J. Erby, Boston College, Chestnut Hill, MA

Sara Suzuki, B.A., Boston College, Chestnut Hill, MA

10:00- 11:00AM

Symposium

***Developments in Multicultural and Social Justice
Training: Towards Process, Intersectionality, and Action***

Grace Dodge
Hall 449

Melanie M. Lantz, Ph.D., Oklahoma State University,



Stillwater, OK

Katharine S. Shaffer, Ph.D., University of Baltimore,
Baltimore, MD

Ashley N. Hutchinson, Ph.D., Ball State University,
Muncie, IN

Danielle N. Franks, M.A., Louisiana Tech University,
Ruston, LA

10:00-11:00 AM

Papers

***The Impact of Internalized Heterosexism and Racism on
Queer Black Women's Same-sex Romantic Relationships***

Grace Dodge
Hall 461

Rylan C. Rosario, M.A., Howard University,
Washington, D.C.

Angela Ferguson, Ph.D., Howard University,
Washington, D.C.

***The Intersectionality framework and identity
intersections in the Journal of Counseling Psychology
and The Counseling Psychologist: A content analysis***

Horace Mann
152

Richard Q. Shin, Ph.D., University of Maryland, College
Park, MD

10:00 AM – 11:00 AM

Roundtables

***Unsettling Psychology: How Colonialism Has Infiltrated
Our Science***

Horace Mann
424

Megan Kay Smith, M.A., University of North Dakota,
Grand Forks, ND

Ayli Carrero Pinedo, M.A., University of North Dakota,
Grand Forks, ND



Horace Mann

#WontBeErased: Trans and Intersex Visibility in Clinical Settings 432

Wei Motulsky, B.A., Teachers College, Columbia University, New York, NY

David Lopez, B.A., Teachers College, Columbia University, New York, NY

Natajah Roberts, B.A., Teachers College, Columbia University, New York, NY

Elizabeth Glaeser, B.A., Teachers College, Columbia University, New York, NY

James Goates, B.A., Teachers College, Columbia University, New York, NY

Riddhi Sandil, Ph.D., Teachers College, Columbia University, New York, NY

Unpacking Microaggressions and Trauma

Horace Mann
431

Kevin Nadal, Ph.D., John Jay College of Criminal Justice, New York, NY

How Early Career Psychologists (ECPs) Practice Advocacy in Diverse Work Settings

Horace Mann
433

Shalena Heard, Ph.D., Loyola University, Landover, MD

Candice Presseau, Ph.D., James J. Peters VA Medical Center, Bronx, NY

Linh P. Luu, Ph.D., The University of Memphis, Memphis, TN



Grace Dodge
Hall 361

Rising Up with Cultural Humility: Calling in a Social Justice Process

Soumya Madabhushi, Ph.D., University of Pennsylvania, Philadelphia, PA

Cyndy Boyd, Ph.D., University of Pennsylvania, Philadelphia, PA

Jerome A. Farrell, Ph.D., University of Pennsylvania, Philadelphia, PA

Jeannine Cicco Barker, Psy.D., University of Pennsylvania, Philadelphia, PA

9:00 AM – 11:00 AM

Workshops



Social Location, Intersectionality and Alliance Building: Resisting Influences of Power, Patriarchy and Gender Inequity

Horace Mann
144

Matthew Richard Mock, Ph.D., John F. Kennedy University, Pleasant Hill, CA

AREAS OF FOCUS:

- Social Justice
- Women

DESCRIPTION:

We live in ongoing times where there are continuous and pervasive injustices and inequities against people of color, the poor, LGBTQ, immigrants, women and their allies. Ongoing recent events highlight ways women experience pervasive oppression, mistreatment and inequity. The treatment of Dr. Blasey Ford during the national political events of 2018 speaks to this. Prominent women such as Supreme Court Judge Ruth Bader Ginsberg, Activist Dolores Huerta, Representative Maxine Waters and so many more speak to the need for continued progressive change for equity. Unequal pay for same work, sexual harassment in the workplace, overt sexism, violence and patriarchy are used to dominate and control. These are all challenges women encounter on a daily basis. The current U.S. presidency continues to try to undermine issues long fought for by and for women. Women in politics have been publically demeaned. Yet in the midterm elections more women were elected to Senate and House positions. What have experiences



been like in psychology and education? Have gains been made and endured? Have experiences changed or remained the same? The presenters will share decades of their experiences as psychology faculty, as a psychology program chair, practitioners, mentors. Intersectional identities as an African American female and Chinese American male along with diverse others teaching in Bay Area graduate programs will be interwoven into the presentation. Our own and participants' intersectionality and social locations will be used for interactive conversations. We will also draw upon events such as the Supreme Court Nomination; Women's March; Me Too Movement and events experienced by individuals in the public sphere to underline proactive movements to resist power and patriarchy to achieve equity. Illustrations of personal resolve and resilience inform effective social practices. In this didactic, interactive and dynamic workshop presentation, the presenters will share their experiences committed to gender equity and social justice within our society. They will share parts of their own individual journeys towards recognizing their statuses associated with gender discrimination or privilege then share their thoughts to unpack them, address them and charge movements to remain in the struggle for social justice. While it is undeniable that women continue to live in times where there is pervasive oppression and injustice we must also recognize strategies of effective resistance with abilities to overcome historic and systemic inequities. It is a must for us to persist and insist for gender equity and social justice!



"Why am I a Diversity Officer?": Complexities of Engaging in Liberatory and Social Justice-based Actions in Higher Education

Horace Mann
146

Dottie R. Morris, Ph.D., Keene State College, Keene, NH

AREAS OF FOCUS:

- Social Justice
- Activism

DESCRIPTION:

The number of individuals within colleges and universities serving in administrative roles of Chief Diversity Officer, Vice President for Diversity or similar titles has increased over the past decade or so. These types of positions have been established at many institutions in reaction to a series of bias related events on campus, student demand or the realization that



there is a need for someone to help the campus develop plans to increase "diversity" on campus. Many individuals who occupy these positions often find it difficult to define their roles within classic academic institutions rooted in maintaining the status quo based on dominant group supremacy. Most attempts by these individuals to "call the question", as stated by bell hooks, about how business is done is often met with resistance and at times hostility. The marginalization experienced by those who hold these positions often create challenges to the administrator's effectiveness to creating sustainable, deeply engrained changes. Often the expectation either directly stated or coded is to develop strategies to help the students, faculty or staff from diverse backgrounds to assimilate, feel "comfortable" within the existing structure or control those individuals who pose a "threat" to the brand of the institution. Given the constraints of the position, actively engaging in liberatory or social justice-based actions can be complicated. What happens when senior administrators, specifically presidents, express a desire to shift the paradigm and actively engage in the co-creation of a new structure? How do individuals, especially chief diversity officers, who are committed not only to diversity, but equity, social justice and intercultural systems, use their influence to challenge others in the system to "practice what they speak" in marketing materials? How do faculty and staff demonstrate through strategic actions ways to "speak truth to power" and have an impact on systems? How can the actions of faculty and staff serve as a model for students? During this two (2) hour workshop, participants will address the complexities associated with engaging in liberatory and/or social justice-based actions within higher education. There will be an exploration of ways to co-create true intercultural systems. The first step taken will be to engage in critical analysis of current systems in order to develop strategies to effectively shift the paradigm. Participants will generate a list of ways to support and strengthen the efforts of chief diversity officers. Participants will brainstorm ways to model for students approaches to shift systems.



The Role of Radical Hope in Healing Communities of Color

Horace Mann
148

Della V. Mosley, Ph.D., University of Florida,
Gainesville, FL

Jioni A. Lewis, Ph.D., University of Tennessee,
Knoxville, TN

Nayeli Y. Chavez-Dueñas, Ph.D., Chicago School of
Professional Psychology, Chicago, IL



Hector Y. Adames, Ph.D., Chicago School of Professional Psychology, Chicago, IL

Helen A. Neville, Ph.D., University of Illinois at Urbana, Champaign, IL

Bryana Helen French, Ph.D., University of St. Thomas, Minneapolis, MN

AREAS OF FOCUS:

- Racial/Ethnic Minorities
- Mental Health

DESCRIPTION:

There is a large body of research on the negative impact of racism on the mental and physical health of People of Color and Indigenous People (POCI; Clark et al., 1999; Gee & Ford, 2011; Krieger, 1999). However, less is known about the processes that facilitate healing for POCI when navigating racist contexts. The proposed two-hour workshop has been designed to introduce the concept of radical hope and facilitate a discussion on the practical applications of radical hope for POCI.

First, this interactive session will provide an overview of the Psychological Framework of Radical Healing (French, Lewis, Mosley, Adames, Chavez-Dueñas, Chen, & Neville, in press), an approach designed to describe how POCI heal from racial trauma. Radical hope is one of the core components of radical healing, alongside resistance, critical consciousness, community building, and cultural authenticity. Within this framework, radical hope involves acknowledging the histories of oppression and resistance in POCI communities while simultaneously helping to imagine and work toward an alternate psychopolitical reality for the collective (French et al., in press). This introduction will ground attendees in the theoretical model upon which radical hope rests. Following this introduction, a cross-disciplinary and multimedia presentation centering POCI healers, scholars, and activists will facilitate understanding of radical hope. With the formal construct of radical hope introduced, and supplemental narratives on radical hope shared, attendees will be guided through a discussion-based activity focused on noticing and naming how radical hope has been absent and/or present in their personal and professional lives over time. As a



way to deepen understanding of the concept of radical hope, participants will complete an experiential activity to underscore the relationship between (a) radical hope, (b) past and future awareness, and (c) personal and collective level aspects of radical hope. The remainder of the session will focus on how to engage with radical hope through one's professional roles. Participants will break into smaller groups centering around their primary professional role (e.g., clinician, researcher, educator, graduate student). Workshop facilitators will join each group to help move participants through a process of: (a) identifying barriers to radical hope in their unique contexts, (b) identifying how POCI have evidenced radical hope despite these barriers historically and presently, and (c) exploring potential areas where radical hope appears most needed and the mechanisms for cultivating radical hope among individuals and groups.

11:15 AM – 12:15 PM
KEYNOTE
ADDRESS

Microinterventions: Anti-Bias Strategies Against Micro/Macro-Aggressions

Cowin Auditorium
(147 Horace Mann)



Derald Wing Sue, Ph.D., Teachers College,
Columbia University, New York, NY

12:15-1:00 PM

Book Signing

Join us for a book signing with Dr. Derald Wing Sue!

Cowin Auditorium
(147 Horace Mann)

12:30-1:15 PM

Lunch

Restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions with peers.



1:30 PM – 2:20 PM

**Panel
Discussion**

Pathways to Publication: Join an informal talk where editors and representatives of prominent journals discuss the publication process for early career professionals

Grace Dodge
Hall 547

Ivory A. Toldson, Ph.D., Howard University,
Washington, D.C.

Brandon Velez, Ph.D., Teachers College, Columbia
University, New York City, NY

Lydia Buki, Ph.D., University of Miami, Miami, FL

1:30- 2:30 PM

Symposium

Empowering Marginalized Populations Through Positive Psychology: Opportunities in Education, Research, and Clinical Practice

Grace Dodge
Hall 449

Hang-Shim Lee, Ph.D., KonKuk University, Seoul,
Republic of Korea

Yerin Shim, Ph.D., University of Pennsylvania,
Philadelphia, PA

Jiyoony Lee, Ph.D., CUNY at York College, Jamaica, NY

***Advancing Socially-Just Initiatives through
International Doctoral Training and Research***

Grace Dodge
Hall 461

Celeste Helena Poe, LMFT, Paolo Alto University, Paolo
Alto, CA

Mercedes Priscilla Palacios, LMFT, Paolo Alto
University, Paolo Alto, CA

Isabel M. Unanue, MPH, Paolo Alto University, Paolo
Alto, CA

Marissa Nonohe Eusebio, B.S., Paolo Alto University,
Paolo Alto, CA

1:30-2:30 PM

Papers

The Psychological Injury of Racial Trauma

Grace Dodge
Hall 535

Ximena Radjenovic, M.S., Howard University,



Washington, D.C.

Angela Ferguson, Ph.D., Howard University,
Washington, D.C.

***The Intersectionality of Identity-Based Victimization in
Adolescence: A Person-Centered Examination of Mental
Health and Academic Achievement***

Horace Mann
424

Maggi A. Price, Ph.D., Harvard University, Cambridge,
MA

Whitney Polk, M.Phil.Ed., Harvard University,
Cambridge, MA

1:30-2:30 PM

Roundtables

***The Impact of Assumed Cultural Competence for People
of Color***

Horace Mann
431

Rayna Navarez, M.A., The University of Iowa, Iowa
City, IA

Sara Heshmati, B.S., The University of Iowa, Iowa City,
IA

***Intersectional Dynamics in Research, Teaching, Clinical
Practice, and Training***

Horace Mann
432

Jioni A. Lewis, Ph.D., University of Tennessee,
Knoxville, TN

Richard Q. Shin, Ph.D., University of Maryland, College
Park, MD

Cara Jacobson, Ph.D., Loyola University, Baltimore, MD

Silvia L. Mazzula, Ph.D., City University of New York,
New York, NY

Kevin Nadal, Ph.D., City University of New York, New
York, NY



Asians and Asian Americans Rising Up: 'Nothing About Us, without All of Us

Horace Mann
433

Matthew Richard Mock, Ph.D., John F. Kennedy
University, Pleasant Hill, CA

Intersectionality & Barriers to Care for Older Adults

Grace Dodge
Hall 361

Abigail Voelkner, B.A., Lehigh University, Bethlehem,
PA

Eve Root, B.A., Lehigh University, Bethlehem, PA

2:30- 3:30 PM
Symposium

*Gender Non-Conformity and Gender Dysphoria:
Research and Best Practices at Religious Higher
Education Institutions*

Grace Dodge
Hall 449

Sarah P. Storms, College of Saint Elizabeth,
Morristown, NJ

Marianne G. Dunn, Ph.D., College of Saint Elizabeth,
Morristown, NJ

2:30- 3:30 PM
Papers

*Associations of Food Insecurity with Physical and Mental
Health Quality of Life among Black Women Patients
with Obesity*

Grace Dodge
Hall 461

Carla G. Prieto, M.Ed., University of Florida,
Gainesville, FL

Carolyn M. Tucker, Ph.D., University of Florida,
Gainesville, FL

*Examining the DL Phenomenon: African American Men
& Sexuality*

Horace Mann
424

Gregory Canillas, Ph.D., The Chicago School of
Professional Psychology, Chicago, IL

Melissa Duncan, M.A., Pepperdine University, Malibu,
CA



Courtney Crisp, M.A., Pepperdine University, Malibu, CA

Tori Canillas-Dufau, Ed.D., MSN, RN, Mount Saint Mary University, Los Angeles, CA

Joycelyn McDonald, Ed.D., MSN, RN, Kaiser Permanente, Los Angeles, CA

Christeen Sonaly Silva, Psy.D., University of North Carolina, Wilmington, NC

2:30- 3:30 PM
Roundtables

How Can Art Education in K-12 Schools Impact Students of Color Engagement In and Out of School?

Horace Mann
431

Judy Yu, Ed.D., Queens College, City University of New York, Queens, NY

Ann Madera, Queens College, City University of New York, Queens, NY

Ana Castro, Queens College, City University of New York, Queens, NY

Melissa Mora, Queens College, City University of New York, Queens, NY

Yolanda Sealey-Ruiz, Ph.D., Teachers College, Columbia University, New York, NY

Challenges in Working Together to Advocate for International Students: an Examination of Within Group Relationships

Horace Mann
432

Lianzhe Zheng, M.Ed., Boston College, Boston, MA

Fanghui Zhao, B.A., Boston College, Boston, MA

See Me: Esoteric Group for African American Adolescents in Under-Resourced Communities

Horace Mann
433

Ebony White, Ph.D., LPC, NCC, ASC, Drexel University, Philadelphia, PA



Grace Dodge
Hall 361

***Unpacking the Intersections of Social Identities of
Faculty of color (FOC) Who Teach in Higher Education***

**Taquelia Washington Toland, MSW, LCSW, PPSC, The
Wright Institute, Berkeley, CA**

**Stephanie Chen, Ph.D., The Wright Institute, Berkeley,
CA**

**Lyman Hollins, M.A., The Wright Institute, Berkeley,
CA**

1:30 PM – 3:30 PM

Workshops



***Undocumented and DACA Latinx College Students:
Discrimination, Belonging, Intersecting Identities,
Activism, Critical Consciousness, Persistence, and
Advocacy Supports***

Horace Mann
144

**Ayli Carrero Pinedo, M.A., University of North Dakota,
Grand Forks, ND**

**Jordan J. Dunn, M.A., New School for Social Research,
New York, NY**

**Elizabeth Hernandez, Ph.D., University of California,
Los Angeles, CA**

**Reagan Alicia Rodriguez, New School for Social
Research, New York, NY**

**Germn A. Cadenas, Ph.D., Lehigh University,
Bethlehem, PA**

AREAS OF FOCUS:

- Immigration
- Activism

DESCRIPTION:

The United States has a complex history of immigration and multiculturalism that has often been accompanied by anti-immigrant sentiments reflected in reforms to political systems, economic practices, and social institutions (Bailey et al., 2017; Sue & Sue, 2016). In fact, the 2016 presidential election outcomes made it clear that U.S. ideals and political agendas were prioritized over the lives and well-being of immigrant



communities. However, it also inspired a collective of social movements that continue to challenge ongoing racial tensions and hostile campus climates for undocumented students (Bada & Gleeson, 2015; Olsen 2009). Given the paucity of tangible action steps available to generate awareness, knowledge, and change in campus environments, this two hour workshop will follow a scientist-practitioner-advocacy model (Mallinckrodt et al., 2014) to demonstrate how psychologists can collaborate and support Latinx college youth. This workshop will encompass four distinct, though highly interconnected parts, each of which addresses the needs of undocumented Latinx immigrant students in higher education through social justice, advocacy, and activist frameworks. During the first part, we will discuss a study that assessed non-citizen Latinx students' experiences (n=251) within their campus environment and examined how institutional support affected their intersecting identities (e.g. race/ethnicity, gender, SES, sexuality) and experiences with discrimination. Specifically, we will compare how varying levels of support impact the livelihood of students with varying immigration statuses. The second part of this workshop will extend on this discussion by critiquing how sociopolitical hostility and activism affects the psychological health of undocumented Latinx youth. Participants will be able to explain the mental health needs of this community by utilizing strengths based approaches. The third part of the workshop reviews findings from a quantitative study (n = 368) examining critical consciousness development and its relation to college persistence in Latinx DACA students, compared to Latinx and White US citizens, using a social-cognitive framework. The objective of the fourth section of this workshop is to review a set of social justice advocacy strategies for individuals wishing to actively support undocumented Latinx immigrant students in a variety of settings. In addition, a goal of this final section is for participants to feel validated, receive tools, knowledge, and resources to incorporate in their self-care efforts into their ongoing advocacy for immigrant rights. This will also serve as an opportunity to identify coping strategies to manage the compassion and battle fatigue that often emerges in immigration social justice efforts.



Awaken the Activist: How Psychologists Can Rise Up

Horace Mann
146

Soumya Madabhushi, Ph.D., University of Pennsylvania, Philadelphia, PA

Michele Downie, Ph.D., University of Pennsylvania, Philadelphia, PA

Cyndy Boyd, Ph.D., University of Pennsylvania, Philadelphia, PA

Julie M. Mullany, Psy.D., MFA, University of Pennsylvania, Philadelphia, PA

AREAS OF FOCUS:

- Activism
- Social Justice

DESCRIPTION:

Psychology has long identified Social Justice as a central value of the field. The many imbalances of power in the world and attendant injustices have called for engagement at macro, meso and micro levels. Psychologists have been answering this call through their research, through educational and training endeavors, as well as clinical work. The current political climate has intensified the lack of safety, parity and access that many among us are experiencing based on our identities and our membership in certain communities and has brought the need for activism more forcefully into our offices, our therapy rooms, and class rooms. While this greater sense of urgency to act has led to some incredible efforts, movements, and initiatives, it has also brought up questions around role appropriateness, role clarity, sustainability and burnout. As psychologists at a university counseling center, we were grappling with some of these questions. Conversations at our center began to reveal themes of conflict between personal and professional values as well as conflict between one's values and institutional and societal barriers. Questions came up around efficiency - what the best use of one's talents and time might be and how we can scale our impact. Struggles around narrowing and defining one's focus became clear especially given the interconnectedness of many of these issues of injustice. Feelings of guilt, anger, and inadequacy began to surface and so did the question of how to make our efforts sustainable without burning us out. Our desire to not just be reactive to the climate and instead embrace the increased demands of activism in more intentional ways led to the creation



of an activism committee at our center which has led to many fruitful dialogues and several creative initiatives. Also, in response to the particular needs that our interns were voicing as budding professionals in the field working toward defining their professional identities and integrating activism into their professional roles, we came together and created a seminar that would provide space to engage with these questions. In this 2 hour workshop we hope to share some of these initiatives we have worked on and the insights gained from them. Participants in this workshop will have the opportunity to navigate the questions outlined above through directly engaging in a variety of activities such as a values clarification exercise, small group and large group discussions, as well as the development of a personal action plan.



Making a Difference: Using Strength, Solidarity, Strategy and Sustainability for Social Action

Horace Mann
148

Rebecca L. Toporek, Ph.D., San Francisco State University, San Francisco, CA

Muninder Kaur Ahluwalia, Ph.D., Montclair State University, Montclair, NJ

Bryan Rojas-Araúz, M.S., University of Oregon, Eugene, OR

AREAS OF FOCUS:

- Social Justice
- Activism

DESCRIPTION:

Psychologists, counselors and other helping professionals face increasing challenges in meeting client needs as economic and social turmoil target the most vulnerable in society. Increased unemployment, school shootings, growing rates of suicide, families separated by immigration policies, and generalized anxiety and pessimism about the future permeate the communities and schools in which counselors and psychologists work. Yet, many of us increasingly find ourselves challenged to



face the intensity and frequency of crises and injustices happening in our communities and our world (Toporek, Sapigao & Rojas-Arauz, 2016). Even if we manage to maintain stamina for activism in our personal lives, translating this into our professional lives is less clear and may even be discouraged. As psychologists, educators and consultants on equity, multiculturalism, social justice and advocacy, the presenters regularly encounter students and professionals seeking guidance on how to make a difference. The complexity of this challenge has professional and personal effects. Psychology professionals and students can feel overwhelmed and even burnout given societal turmoil and discord that affects the wellbeing of clients and professionals alike. The skills, capacities and sustenance needed to meet these challenges are multifaceted. Through research, practice, and training, the presenters have developed a model that makes engaging in action more manageable and meaningful for trainees, professionals, clients, and communities. The

model that shapes the presentation rests on a four-principled approach (S-Quad Model; Strength, Solidarity, Strategy and Sustainability) and guides participants through a process of reflecting and focusing their intentions; assessing the strengths, skills and resources they have developed through counseling and psychology training and practice; exploring the importance of developing relationships and coalitions in solidarity community; delving into a range of strategies for advocacy and action; and creating a plan for personal and professional sustainability. In addition to the usefulness of this model for psychology and counseling trainees and professionals, the model is also useful as a tool for members of the community and can also be used when working with clients who may be struggling with world and community events, feeling helpless or, more directly, facing increased discrimination and oppression.



Elevating Consciousness and Liberating Minds: The Social Justice Imperative of Healers and Educators Thriving in a Race Conscious Society

Horace Mann
152

Kevin Washington, Ph.D., Grambling State University,
Springfield, VA

Walter H. Stamp, M.A., LGPC, Howard University,
Washington, D.C.

Alexandria Kaylyn-Taylor Smith, B.A., Howard
University, Washington, D.C.

Nyla Elon Wofford, B.S., Howard University,
Washington, D.C.

AREAS OF FOCUS:

- Activism
- Education/Teaching

DESCRIPTION:

While engaging in therapy as well as teaching both therapists and educators of oppressed/marginalized populations become advocates for social justice. Mental health professionals and educators are not traditionally taught to address sociocultural and socio-political dynamics that negatively impact the psycho-emotional well-being of diverse clients/students. Within the very act of supporting clients and students to gain personal strength in a race-conscious society, s/he becomes social justice advocates. This two hour workshop aims at addressing the following questions: What is the role and relationship between social justice and mental health service delivery/education for ethnically, linguistically, and culturally diverse populations? What constitutes social activism training to mental health professionals and educators? What level of social activism training is currently provided in clinical/education programs, and what are the outcomes? How would one responsibly act as a social justice advocate within a counseling and/or educational setting? The expressed goals of the workshop are to assist professionals with: Feeling empowered to see psychology and education as disciplines that can promote social justice. Becoming agents of change for diverse populations. Increasing their level of awareness and responsibility to serve as social justice advocates for disenfranchised populations.

Given the many sociocultural and psycho-social variables that



impact the mental health of disenfranchised populations, this workshop aims to empower participants to have a(n): Enhanced understanding of the dynamics of cultural competency in conceptualizing mental health cases and lesson plans. Increased understanding of the necessity for social advocacy in the context of mental health and education. Mindfulness of the roles that mental health service providers and educators have relative to social justice. Awareness of the areas of needed growth in current training programs relative to social justice. Acquaintanceship into ways of serving as a social justice advocate. In effort to ensure that participants gain the maximum benefit from this course, experiential and didactic instructional modalities are utilized. Participants are afforded the opportunity to discuss the presented information, as well as develop their case conceptualization for mental health services. Professional and personal growth are the desired outcomes.

3:45 PM – 5:00 PM
**PLENARY
SESSION:**



Nothing Micro About Them: Coping with Invalidation, Aggression, and Oppression

Cowin Auditorium
(147 Horace Mann)

Special Plenary Session:

Mariel Buque, M.A., Teachers College, Columbia University, New York, NY

Kevin Nadal, Ph.D., John Jay College/City University of New York, New York, NY

Sita G. Patel, Ph.D., Palo Alto University, Palo Alto, CA

David P. Rivera, Ph.D., Queens College, City University of New York, Flushing, NY

Gina C. Torino, Ph.D., SUNY Empire State College, Staten Island, NY

Benjamin Davis, ATR-BC, LCAT



The 16th Annual Social Justice Action Award

Make the Road New York (Se Hace Camino Nueva York) is an immigrants' rights organization that works toward dignity and justice for all New Yorkers regardless of immigration status, race or gender identity. Their multidisciplinary work provides legal and educational services, community organizing and policy innovation. With over 23,000 members from immigrant and working class communities across New York City, Long Island and Westchester, Make the Road New York exemplifies the values and aspirations of the Winter Roundtable.

We are very pleased to present the staff of Make the Road New York (MRNY) with the 16th Annual Social Justice Action Award.



The 28th Annual Janet E. Helms Award for Mentoring and Scholarship

Derald Wing Sue is Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. He served as presidents of the Society for the Psychological Study of Culture, Race and Ethnicity, the Society of Counseling Psychology, and the Asian American Psychological Association. He is author of over 160 publications, including 21 books. Three of his books, *Counseling the Culturally Diverse: Theory and Practice*, *Microaggressions in Everyday Life*, and *Race Talk and the Conspiracy of Silence* are considered classics in the field. Two national surveys have identified Derald Wing Sue as “the most influential multicultural scholar in the United States” and his works are among the most frequently cited.

We are very pleased to present Dr. Derald Wing Sue with the 29th Annual Janet E. Helms Award for Mentoring and Scholarship.



CONFERENCE DIRECTORS

Riddhi Sandil, PhD is an Assistant Professor of Practice and Program Coordinator of the Ed.M. Program in Psychological Counseling at Teachers College, Columbia University. Dr. Sandil received her Ph.D. in Counseling Psychology from the University of Iowa in 2008 and has been continually licensed as a Psychologist since 2009. Dr. Sandil's scholarly interests are influenced by multiculturalism and social advocacy. Her research and clinical interests include minority stress, LGBTQ issues in counseling, counseling expectations of South Asian populations and complex trauma and its impact on women's well-being. Additionally, Dr. Sandil serves on the boards of the Association of Women in Psychology, Masters in Psychology and Counseling Accreditation Council, and is the co-founder of the Sexuality, Women and Gender Project.

As Co-Director of the Winter Roundtable, Dr. Sandil is excited to continue with the social justice commitment of the field of Counseling Psychology!

Gregory J. Payton, Ph.D. is a Lecturer in the Department of Counseling and Clinical Psychology of Teachers College, Columbia University. Dr. Payton received his Master of Education degree from Harvard University in Human Development and Psychology and completed his doctorate at Teachers College, Columbia University in Counseling Psychology. Dr. Payton's clinical, teaching and research interests include the following: Identity development, Risk and Resiliency within LGBTQ populations; HIV/AIDS Stigma and Access to Care; Health Disparities among Marginalized Populations; Multicultural Competency; and Evidence-Based Practice. Additionally, Dr. Payton has written on issues of substance abuse, harm reduction and gay/lesbian parenting. Dr. Payton is also a licensed psychologist in private practice in New York City.

As Co-Director of the Winter Roundtable, Dr. Payton is excited to connect scholars, practitioners and students in the fields of education and psychology while advancing the values of multicultural competency and social justice.



CONFERENCE CO-COORDINATORS

Charlene Arba Bernasko is a diasporic Ghanaian Torontonion, currently a second year international student pursuing her Masters Degree in both Education and Counseling Psychology at Teachers College, Columbia University. She is an African feminist, anti-violence advocate, community educator, and equity and social justice advocate. She completed her undergraduate degree double majoring in Global Studies and Women Studies and further pursued her Social Services Worker program, graduating with honors and becoming a registered social service worker with the Ontario College of Social Service Workers and Social Workers. Charlene is a lifelong learner, and with a decade of experience working with multiple community groups in the Greater Toronto Area on the impact of violence in the community and with survivors of violence and marginalized and vulnerable population groups has allowed her to further explore the ways in which education and the arts is a transformative tool and means of social justice making. Her research interest includes intergenerational transmission of trauma and mental illness - the effect of colonization in shaping one's sense of identity and (dis)connection and (un)belongingness and how this impacts one's mental health and psychosocial well-being; polytheism and mental health: the relationship between religious faith/practices and mental health well-being; and the mental health of the international/foreign student/worker: the oppressive cycle of migration and immigration. Her works, interests and passions are rooted in the intersectionalities of her identity and life experiences as a diasporic Black African immigrant woman, and she is largely influenced by her belief and faith in the Divine, her West African roots, and her human experiences of daily struggles with barriers and limitations of race, gender, class and immigration and her thriving survival. She aspires to pursue her doctorate degree that encompasses education, race, religion and psychology and is determined to push beyond the barriers and limits to attain this. She is a closeted storyteller and an avid writer of poems and short stories that focuses on themes of racism, blackness, spirituality and faith and disconnection and unbelonging. In another life Charlene would have chosen to be a storyteller, comedian and a food critic due to her love for writing, exploring food and humor.

As a co-coordinator of the Winter Roundtable, Charlene is excited to be a part of a scholarly platform that brings together a community of learners and educators in discussing, sharing and learning from each other while simultaneously encouraging each other in the various ways in which we continue to RISE UP in working



towards systemic and social change.

Cassandra Z. Calle is a third-year Latina (Ecuadorian) doctoral student in the Counseling Psychology program at Teachers College, Columbia University (TC). Cassandra received her undergraduate degree from Montclair State University (2016), where she graduated Summa Cum Laude with a major in Psychology and minors in Religious Studies, Latin American and Latino Studies, and Anthropology. She began her doctoral studies at TC in 2016, under the advisement of Dr. Marie Miville. Cassandra is currently an extern at Rikers Island with the Clinical Alternative to Punitive Segregation (CAPS) program on an all female unit providing mental health services to women with serious mental illnesses (SMIs) whom have had an infraction with the Department of Corrections while incarcerated. Her current research focuses on: (1) sense of belonging for undocumented youth in the U.S. who qualify/qualified for Deferred Action for Childhood Arrivals (DACA) and (2) parents' process of racial socialization with multi/bi-racial children.

As a Co-Coordinator of the Winter Roundtable, Cassandra is excited to be a part of a conference that provides a space for scholarly discourse across several disciplines and attempts to address how we can all engage in activism through our clinical work, research, and everyday lives.

Anna Motulsky Anna Motulsky graduated from Whitman College in 2015 with a major in Biology and minors in Chinese and Chemistry. She then worked in Seattle as a clinical education course manager for two years, working closely with families and patients working to make a difference in future care practices by telling their stories. Anna now works as a medical scribe in the emergency department in NYC, and is passionate about the illness narratives and care of those aging as queer individuals.

As Co-Coordinator of the 2019 Winter Roundtable, Anna is excited to support the ongoing work of the roundtable in connecting and inspiring students and researchers to investigate new and evolving areas of social change.



Invited Speakers

Andrea Ritchie is a Black lesbian immigrant police misconduct attorney and organizer whose writing, litigation, and advocacy has focused on policing and criminalization of women and LGBT people of color for the past two decades. She is currently Researcher in Residence on Race, Gender, Sexuality and Criminalization at the Barnard Center for Research on Women, where she recently launched the Interrupting Criminalization: Research to Action initiative. She was a 2014 Senior Soros Justice Fellow, and is author of *Invisible No More: Police Violence Against Black Women and Women of Color*, and co-author of *Say Her Name: Resisting Police Brutality Against Black Women* and *Queer (In)Justice: The Criminalization of LGBT People in the United States* as well as a number of policy and research reports. She is a nationally recognized expert on policing issues, speaking and publishing frequently on the topic, and works with groups across the country to support campaigns to end profiling, police violence and mass criminalization, incarceration, and deportation.

Make the Road New York (MRNY) builds the power of Latinx and working class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. With a membership of 22,000+ low-income New Yorkers, MRNY tackles the critical issues facing our community: workplace justice, tenants' rights, immigrant civil rights, language-access, LGBTQ justice, public education, health care access, and immigration reform.

Rebecca Telzak, Director of Health Programs, joined MRNY in 2009 as an organizer of small businesses working to support health care reform. Since then, she has built our health department into a 23-person operation that serves over 7,000 community members a year and operates in all MRNY's offices. Under Becca's leadership, our services have expanded to include health insurance enrollment, health navigation services, food stamp enrollment, community health worker (CHW) training, CHW home visiting services, two food pantries, urban farming and TGNCIQ health services. Prior to working at MRNY, Rebecca received a Fulbright scholarship to Argentina and lived in Nicaragua for a year working at a women's sewing cooperative. She helped start a workers center in Michigan and worked on issues related to immigrant rights. She has a BA from the University of Michigan-Ann Arbor in Latin American and Caribbean Studies and Social Science from the Residential College. She has a Masters Degree in Public Administration from Baruch College.



Theo Oshiro oversees the services departments at Make the Road New York, including MRNY's Legal Department, Adult Literacy and Health Advocacy, and serves as our lead health policy expert. A Peruvian immigrant raised in Queens, Theo has been recognized several times for his contributions to immigrant communities, winning the New York Lawyers for the Public Interest's Felix A. Fishman Award. Theo was appointed by Mayor de Blasio and Governor Cuomo to serve on city- and state-level policy task forces focused on immigrant health and health disparities. Theo joined Make the Road in 2005 after receiving a Master's Degree from the University of Chicago. Since he began at Make the Road, he has been a leading fundraiser, building MRNY's health access team from the ground up and expanding the organization's overall services infrastructure by tripling our staff size across Legal Services, Health and Adult Education, expanding services for members into our Long Island office and leading our merger to create an office in Westchester. Theo also helped lead Make the Road's expansion into New Jersey, Connecticut and Pennsylvania. From his post at Make the Road, Theo has been a leader in improving language access policies in New York City and State. Theo led MRNY's advocacy that resulted in the passage of a city-level law and the state-level SafeRx legislation to require comprehensive interpretation and translation services to limited English proficient patients at chain and mail-order pharmacies. Theo has also helped implement mental health supports for community members and has led on vital immigrant specific issues such as the 2020 Census and public charge. Theo has appeared on dozens of news outlets on a range of immigrant rights issues locally and nationally.

Ricardo Aca Ricardo Aca was born in Puebla, Mexico. In 2005, at the age of 14, he crossed the border in Arizona with his younger sister to join their mother in Brooklyn. In 2015 a video he released in response to Donald Trump's remarks about undocumented Mexican immigrants went viral. In the video, he defended himself and fellow undocumented immigrants against Trump's characterization of them as "criminals" "drug dealers" and "rapists". This had particular resonance because he was working at a restaurant in one of Trump's hotels at the time. Through this experience Ricardo found other young people, members of Make the Road New York, organizing to change the public narrative about undocumented immigrants. He has been involved as a member of Make the Road ever since and joined staff in 2017 as a digital organizer, bringing years of social media experience across all platforms, and skills in writing, photography, and video. Aca has an Associate's degree in photography at LaGuardia Community College in Queens and he is currently working towards his Bachelor's degree in Public Affairs at Baruch College. He has spoken on behalf of Make the Road New York on many occasions, in local and national media. His op-ed "The Looming Uncertainty for Dreamers Like Me" was published in the New York Times right before the DACA decision was



announced. Ricardo has contributed significantly, and in multiple ways, to Make the Road NY's work and the fight for dignity and justice for all people.

Derald W. Sue is Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. He served as presidents of the Society for the Psychological Study of Culture, Race and Ethnicity, the Society of Counseling Psychology, and the Asian American Psychological Association. He is author of over 160 publications, including 21 books. Three of his books, *Counseling the Culturally Diverse: Theory and Practice*, *Microaggressions in Everyday Life*, and *Race Talk and the Conspiracy of Silence* are considered classics in the field. Two national surveys have identified Derald Wing Sue as “the most influential multicultural scholar in the United States” and his works are among the most frequently cited.

“Nothing Micro About Them” Panel:

Mariel Buquè is an Afro-Latina Ph.D. Candidate in Counseling Psychology at Teachers College, Columbia University. Her work focuses on the advancement of culturally affirming mental health services and on increasing access to therapy for People of Color. She is the writer of the Psychology Today blog called *Unpacking Race*, which focuses on improving access to care and racial health disparities. Mariel created the online platform *Cultural Therapy* in order to connect people to mental health clinicians who are culturally attuned and serve diverse populations. She also trains therapists, educators, and corporations in the areas of cultural competency, implicit bias, and microaggressions.

Benjamin Davis is an art therapist and training consultant who has been working in the field of LGBTQ Mental Health since 2005. Over the past 14 years, Benjamin has presented in hospital, academic, and agency settings internationally, partnering with the New York City Department of Health, Callen Lorde Community Center, CUNY School of Public Health, the National LGBT Cancer Project, the National LGBT Task Force, the Gender Identity Project, the Ackerman Institute's Gender & Family Project, and the World Professional Association for Transgender Health (WPATH). Focusing on concerns specific to transgender and non-binary communities, Benjamin brackets his work within non-pathologizing treatment models, cutting edge research, community resources and referrals. Benjamin works to support individuals of transgender experience in the healthcare fields, believing trans engagement and professional leadership are integral to informed and comprehensive care models. Benjamin is currently in contract with Oxford



University Press writing *Everything You Need to Know: Gender, and* is editing a volume on art therapy practices and youth resiliency with Routledge Publishing.

Kevin Leo Yabut Nadal is a Professor of Psychology at both John Jay College of Criminal Justice and the Graduate Center (GC) at the City University of New York (CUNY). He is the author of over 100 publications and 9 books, including *Filipino American Psychology: A Handbook of Theory, Research, and Clinical Practice* (2011, Wiley), *Sage Encyclopedia of Psychology and Gender* (Sage, 2017), and *Microaggressions and Traumatic Stress* (2018, APA). He is the past President of the Asian American Psychological Association (AAPA), the former Executive Director of the CLAGS: The Center for LGBTQ Studies at CUNY, a trustee of the Filipino American National Historical Society (FANHS), and the founder of the LGBTQ Scholars of Color Network. A scholar-activist, he has written for *Huffington Post*, *Buzzfeed*, and *New York Times*, and he has been featured on NBC, ABC, CBS, Fox, PBS, The Weather Channel, The History Channel, and more. Dr. Nadal received the American Psychological Association Early Career Award for Distinguished Contributions to Psychology in the Public Interest in 2017 and was named one of NBC's Pride 30 in 2018.

David P. Rivera is an associate professor of counselor education at Queens College-City University of New York (CUNY) where he is the founding director of CUNY's LGBTQI+ Student Leadership Program. He holds degrees from Teachers College-Columbia University, Johns Hopkins University, and the University of Wyoming. A counseling psychologist by training, his practical work includes consultations and trainings on diversity, equity, and inclusion issues. His research focuses on cultural competency development and issues impacting the marginalization and wellbeing of low-income/first-generation college students, people of color, and oppressed sexual orientation and gender identity groups, with a focus on intersectionality and microaggressions. His work has been published in top journals and his co-edited book, *Microaggression Theory: Influence and Implications*, was released in October 2018. Dr. Rivera is adviser to The Steve Fund, faculty with the Council for Opportunity in Education, board member of CLAGS: Center for LGBTQ Studies, board member of the Society for the Psychology of Sexual Orientation and Gender Diversity, lead coordinator of the 2019 National Multicultural Conference and Summit, and on EVERFI's Diversity, Equity, and Inclusion Advisory Board. He has received multiple recognitions for his work from the American Psychological



Association, the American College Counseling Association, and the American College Personnel Association.

Sita G. Patel is a licensed clinical psychologist and an Associate Professor of Clinical Psychology at Palo Alto University (PAU). Dr. Patel completed an undergraduate degree at Vassar College, a doctorate in Clinical and Community psychology at the University of California, Berkeley. She completed the predoctoral internship at Columbia College of Physicians and Surgeons in New York, and postdoctoral training at the University of California, San Francisco through the Community Academic Research Training Alliance program. Prior to joining the Palo Alto University faculty, Dr. Patel taught psychology courses at New York University, the University of San Francisco, and U.C. Berkeley. She is the recipient of NIH funding to study health disparities among immigrants in the US, and USAID funding to study trauma in Central Africa. In 2016, she was a visiting scholar at the University of Stellenbosch in South Africa, and at the Africa Mental Health Foundation in Kenya. At Palo Alto University, Dr. Patel directs the Culture, Community, and Global Mental Health Research Group. Her research focuses on risk and resiliency, culture and context as they relate to immigrant mental health. She uses mixed-methods and community-partnership methods to study acculturation stress, immigration trauma, psychological, social, and academic adjustment, and access to treatment for mental illness among immigrant and minority populations. She is the author of numerous scholarly publications on immigrant mental health, including an edited book called *Psychotherapy for Immigrant Youth*.

Gina C. Torino is an associate professor of counselor education at Queens College-City University of New York (CUNY) where he is the founding director of CUNY's LGBTQI+ Student Leadership Program. He holds degrees from Teachers College-Columbia University, Johns Hopkins University, and the University of Wyoming. A counseling psychologist by training, his practical work includes consultations and trainings on diversity, equity, and inclusion issues. His research focuses on cultural competency development and issues impacting the marginalization and wellbeing of low-income/first-generation college students, people of color, and oppressed sexual orientation and gender identity groups, with a focus on intersectionality and microaggressions. His work has been published in top journals and his co-edited book, *Microaggression Theory: Influence and*



Implications, was released in October 2018. Dr. Rivera is adviser to The Steve Fund, faculty with the Council for Opportunity in Education, board member of CLAGS: Center for LGBTQ Studies, board member of the Society for the Psychology of Sexual Orientation and Gender Diversity, lead coordinator of the 2019 National Multicultural Conference and Summit, and on EVERFI's Diversity, Equity, and Inclusion Advisory Board. He has received multiple recognitions for his work from the American Psychological Association, the American College Counseling Association, and the American College Personnel Association.



SPECIAL EVENTS AND OTHER IMPORTANT INFORMATION

ROUNDTABLE DISCUSSION GROUPS: During the first few years of the conference, Roundtable discussions were a regular feature of the conference—thus the name “Roundtable.” Roundtables are informal and unstructured group discussions centered on particular topics related to the conference. This year, we would like groups to form through participant initiative and networking. We encourage you to meet for Roundtables at various times over the course of the conference. We hope that individuals who have similar interests will gather and share ideas, information, and opportunities.

SOCIAL JUSTICE AWARD AND JANET E. HELMS AWARD CEREMONIES:

Make the Road New York (MRNY) as well as Dr. Derald W. Sue will be presented with honored citations from Teachers College, Columbia University. We invite you to join us in the Cafeteria for a catered reception to honor these award recipients and our invited speakers on Friday evening.

DIVISION AND ASSOCIATION REPRESENTATIVES: Several presidents and representatives from professional associations will be present at the conference. We encourage participants to obtain further information about these associations and divisions in the registration area as well as speak to these representatives about their divisions and associations.



Support the 36th Annual Winter Roundtable

Become a Conference Sponsor

Dear Friends and Colleagues,

The Teachers College Winter Roundtable is the longest running professional education program in the United States devoted to racial and cultural issues in psychology and education. Each year we feature invited speakers of national and international renown as well as paper, symposium, and student poster presentations by conference participants.

We look forward to continuing our tradition and expanding knowledge among our colleagues and students. I would like you to consider supporting the 2017 Winter Roundtable by becoming a conference sponsor. We offer four levels of sponsorship: *Platinum*, *Gold*, *Silver* and *Bronze*. Please see below for additional details:

- **Platinum:** The *Platinum* level is reserved for Sponsors who contribute \$2500 or more. At this level, sponsorship will include a named dining or speaking event as well as prominent recognition on both the conference website and programming materials--including a full-page advertisement of their organization within the conference program.

- **Gold:** The *Gold* level is reserved for Sponsors who contribute \$1500. At this level, sponsors will be featured on the conference website and programming materials, including a half-page advertisement of their organization within the conference program.

- **Silver:** The *Silver* level is reserved for Sponsors who contribute \$1000. At this level, sponsors will receive recognition on the conference programming materials, including a quarter-page advertisement of their organization within the conference program.

- **Bronze:** The *Bronze* level is reserved for Sponsors who contribute \$100-\$1000. At this level, sponsors will receive recognition on the conference programming materials based on the dollar amount of the contribution and will work with conference staff to determine the appropriate sponsorship opportunity.

We are happy to work with your organization to design creative sponsorship opportunities for each level of sponsorship, such as sponsoring a specific dining event or supporting a specific speaker. We greatly appreciate your generosity and look forward to your continued support. Please give us a call or send an email if you have any questions about these opportunities.

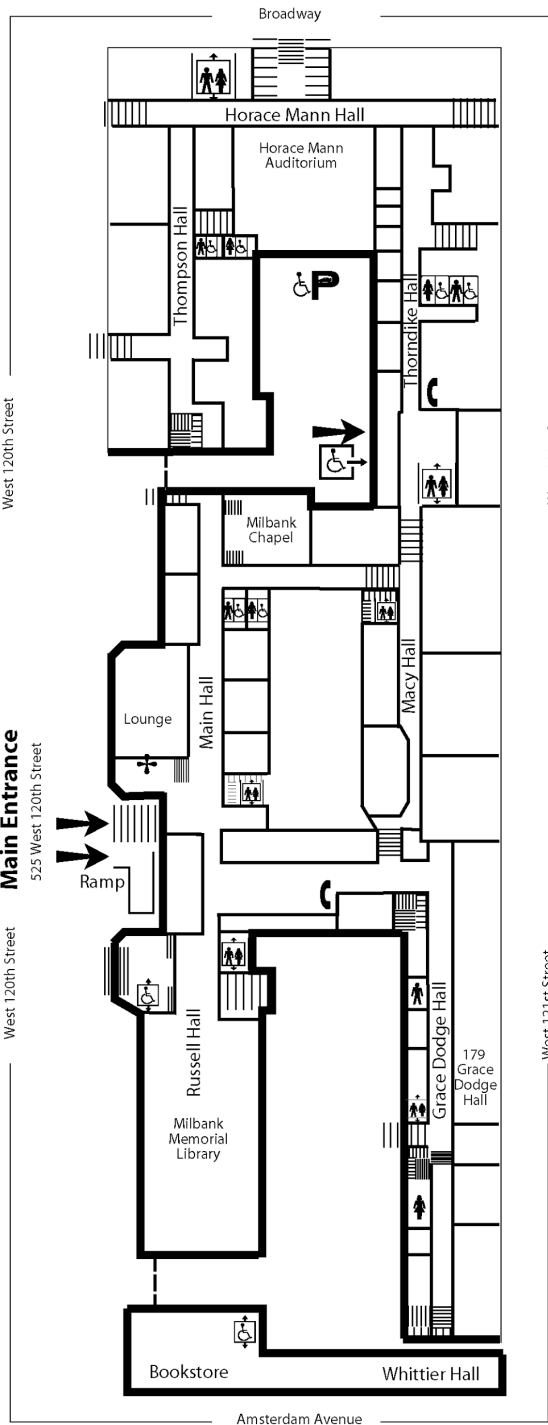
Sincerely,

Greg Payton, Ph.D.
Co-Director of the Winter Roundtable

Riddhi Sandil, Ph.D.
Co-Director of the Winter Roundtable



MAPS OF TEACHERS COLLEGE



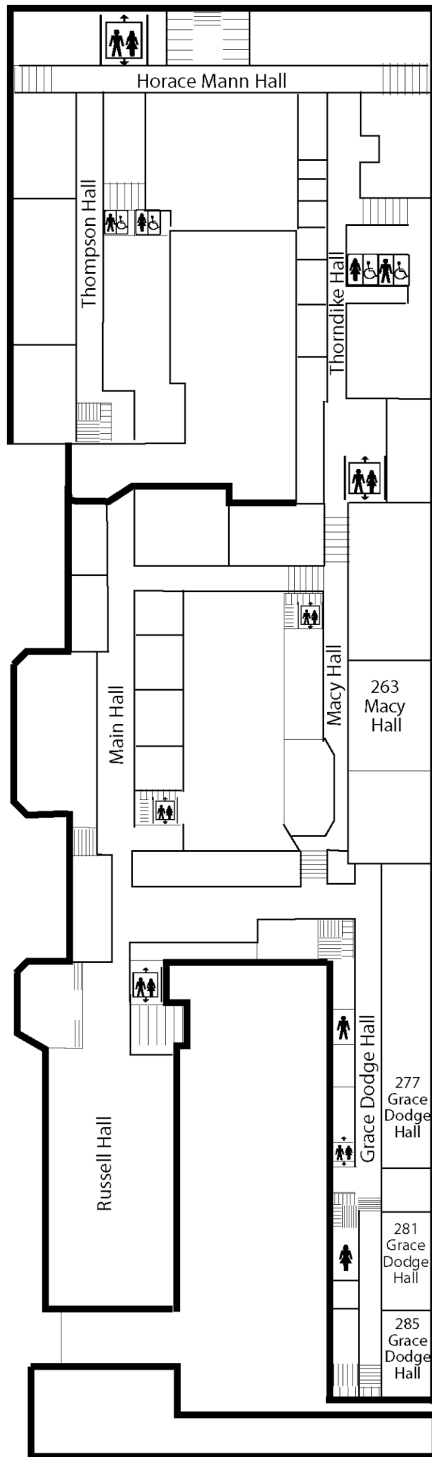
FIRST FLOOR

Legend

- Elevator =
- Elevator for Disabled =
- Entrances to Buildings =
- Entrance, Accessible to Wheelchair Users =
- Information Desk =
- Men's Room =
- Men's Room, Accessible to Wheelchair Users =
- Parking for Disabled =
- Telephone =
- Women's Room =
- Women's Room, Accessible to Wheelchair Users =



West 120th Street



SECOND FLOOR

(Higher floors are similar to this one.)

Legend

- Elevator =
- Men's Room =
- Men's Room, Accessible to Wheelchair Users =
- Women's Room =
- Women's Room, Accessible to Wheelchair Users =