



## INTRODUCTION

### TEACHING TO TRANSFORM: Mentoring and Supervision in Psychology and Education

Welcome to the 37th 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 and education. The theme of the conference—**TEACHING TO TRANSFORM**—focuses our attention on mentorship and supervision within the disciplines of psychology, education, and social work. The 2020 conference presentations 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, education, and social work. 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), The Civic Participation Project (2018), and Make the Road (2019). This year we honor **Dr. Lisa Delpit** with the Social Justice Action Award.

The Janet E. Helms Award for Mentoring and Scholarship has been a Roundtable tradition for 27 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. Carmen Cruz** for her influence as a scholar and mentor.

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 invite 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



## 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.
- Thanks especially to Kira Lacks, Trish McNicholas, and the College Events team for their support for the 2020 Roundtable.

### **The Columbia University Bookstore**

- Special thanks to the Bookstore for organizing this year's Book Fair. Be sure to visit the Book Fair in Horace Mann 152.

### **The Program Committee**

- Faculty Co-Directors: Riddhi Sandil, Ph.D., Gregory J. Payton, Ph.D.
- Student Co-Coordinators: Charlene Bernasko 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!



TEACHERS COLLEGE  
COLUMBIA UNIVERSITY



37th Annual  
Winter Roundtable on  
Cultural Psychology  
and Education

# TEACHING TO TRANSFORM:

MENTORING & SUPERVISION IN  
PSYCHOLOGY AND EDUCATION




2020 WINTER ROUNDTABLE

TEACHERS COLLEGE COLUMBIA UNIVERSITY

## PROGRAM SCHEDULE

### FRIDAY, FEBRUARY 28, 2020

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

8:00 AM – 8:50 AM	<b>Registration &amp; Refreshments</b>	Everett Lounge (118 Zankel)
9:00 AM – 9:15 AM	<b>WELCOME AND OPENING SESSION</b> Riddhi Sandil Ph.D., Gregory J. Payton, Ph.D., Winter Roundtable Co-Directors	Cowin Auditorium (147 Horace Mann)
9:15 AM – 10:20 AM	 <b>OPENING KEYNOTE</b>  <b>Lisa Delpit, Ph.D.</b>  MacArthur Award winner and recently retired Felton G. Clark Professor of Education at Southern University in Baton Rouge, Louisiana. The author of <i>Other People’s Children</i> and “Multiplication Is for White People,” and co-editor (with Joanne Kilgour Dowdy) of <i>The Skin That We Speak</i> (all published by The New Press), she lives in Baton Rouge, Louisiana. Dr. Delpit is editor of a new work, “Teaching When the World Is on Fire,” which speaks to the contentious world today and the necessary conversations we all must have about it.	Cowin Auditorium (147 Horace Mann)
9:00 AM – 5:00 PM	<b>Book Fair</b>  Please visit the <b>Book Fair</b> . The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.	Horace Mann 152
10:00 AM – 4:30 PM	<b>Special Exhibit: Photovoice and Advocacy for Asylum Seekers</b>  Please visit the participatory research photovoice exhibit prepared by Dr. Kim Baranowski. The interactive display will be open throughout the conference.	Horace Mann 140



10:30AM–12:30 PM

## Workshops

*The silencing of race in Latinx research and scholarship: Developing racial inclusion in psychology*

Horace Mann

138

Sara Ahmad, B.A., John Jay College of Criminal Justice

Silvia Mazzula, Ph.D., John Jay College of Criminal Justice

Nathalie Vargas, B.A., John Jay College of Criminal Justice



2 CE Hours\*

*Selected Aspects of Mentoring: Advice, Challenges and Approaches*

Horace Mann

144

Benson Cooke, Ed.D., University of the District of Columbia

Ramar Henderson, Ph.D.

## AREAS OF FOCUS:

- Community Wellness
- Community-Based Practice
- Mentoring Relationships and Mentoring Programs

## DESCRIPTION:

We investigate strategies to illuminate mentoring as institutionalized, embedded, wrapped, weaved and advanced throughout our past and contemporary history and culture. We increase awareness of diverse paradigms supporting mentoring and mentoring programs. Additionally, we discuss provocative paradigms about the utility of mentoring and mentoring programs and provide timeless, inspiring quotes and insightful anecdotes and experience of the dynamic process. Our objective is to identify foundational platforms for the development of culturally rooted multi-disciplinary mentorship approaches. This workshop will assess participants while increasing their awareness concerning the impact of the history of mentorship, its origins and traditions across psychology, education and social work.

Participants will be engaged in role-play activities that increase their depth of mentoring relationships. This will involve a deeper examination of the history and origins as well as the best-practice approaches. Additionally, participants will receive information on benefits of mentorship that can enhance learning pathways designed to augment personal growth and development and professional/career achievement.



\*Not eligible for Social Work or LMHC CE.

10:30AM – 1:30PM

***Collaboration vs. Collusion: Negotiating the Ethics of Encouragement in Supervision***

Horace Mann  
142

**Workshop**



3 CE Hours

**Sarah Hedlund, Ph.D.**, George Washington University

**Katherine Marshall-Woods, Ph.D.**, George Washington University

**Helen Devinney, Ph.D.**, George Washington University

**AREAS OF FOCUS:**

- Psychology/Counseling
- Intersectionality
- Ethics

**DESCRIPTION:**

Supervision, once an informal, intimate experience, is now a more formalized, often institutional, and overtly evaluative process. The Association of State and Provincial Psychology Boards (ASPPB) defines the paramount goals of supervision as "protection of and accountability to the public," challenging previous notions that it was primarily to benefit the supervisee's learning of the craft. As supervisors, how do we balance our allegiances to the supervisee, the patient, the agency for whom we work, and the field of mental health? How do we balance our desire to encourage our supervisee's growth, if this growth is at odds with the needs of the patient? How do we navigate dilemmas with our supervisees that ask us to consider the ways in which our field and, at times, even our training model, is complicit in systemic and structural forms of oppression?

Case presentations will be used to invoke discussion of questions such as: When we encourage supervisees, what are we encouraging and why? Are there times when encouragement of the supervisee complicates the task of collaborating for the good of the patient? Does encouragement look the same in a supervision with an overt evaluative component? How do we navigate the various vectors of power while considering minority/majority dynamics in the various dyads? Additionally, particular attention will be paid to the delicate balance between developing supervisees' attitudes of cultural humility with patients and the need to evaluate supervisees' cultural competence.



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10:30AM – 11:30AM

**Papers**

***Where are Race/Ethnicity and Racism in the Grand Challenges for Social Work?***

Thompson 229

Ty Breece Tucker, MSW, Boston College

Smitha Rao, MSc, MSW, Boston College

Bongki Woo, Ph.D., MSW, University of South Carolina

Melissa Bartholomew, JD, MDiv, MSW, Boston College

Manuel Cano, PhD, MSW, University of Texas at San Antonio

Abril Harris, MSW, Boston College

Dale Dagar Maglalang, M.A., M.S.W., Boston College

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***College Application Options for Underrepresented Students***

Thompson 227

Hind Albana, M.A., Seton Hall University

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10:30AM – 11:30AM

**Symposia**

***How I Got Over: The Educational Pursuit of Black Female Scholars***

Horace Mann  
147

Pia L. Scott, EdD, LPC, GCDF, P L Scott Group

Latinia M. Shell, EdD, LPC, NCC, CCMHC, ACS, Missio Seminary

Sharon H. Porter, EdD, Ed.S, SHP Enterprises, Inc.

Tiffany Foreman (Brannon), MA, LPC, KY Association of Professional African American Women





1 CE Hour\*

## ***Trauma Psychology: A Key Component of Multicultural Competence***

Thompson 136

**Johanna Buzolits, Ph.D.**, The Michigan School of Psychology

**Ann Smith, Psy.D.**, The Michigan School of Psychology

### **AREAS OF FOCUS:**

- Trauma
- Multicultural Competencies

### **DESCRIPTION:**

The field of psychology has struggled to acknowledge and integrate the fields of interpersonal trauma and multiculturalism in academic curriculum in order to tend to the realities of our society. To be a multiculturally competent psychologist, one must be taught the fundamentals of trauma psychology and best practices in treatment. Although all APA accredited programs must provide training in multiculturalism, only 20% of doctoral programs in psychology offer trauma courses. Trauma training alone is incomplete; multicultural training alone is incomplete. We need an integration of the two to produce competent psychologists.

In the beginning, Freud could not bring himself to stand by his patients' disclosures of abuse. Instead he chose to silence their voices and stories in response to social pressure to maintain the status quo. Our field continues to maintain the status quo by ignoring the experiences of marginalized populations and perpetuating the desire to look away from that which makes people uncomfortable -- perhaps too frightened to face the prevalence of trauma. Despite repeated calls to include trauma training in graduate level curriculum, it remains absent in many programs.

This presentation will outline the importance of including trauma in the curriculum, highlighting the relevance to a multicultural perspective. We will discuss designing appropriate levels of coursework and readings for master's level and doctoral level clinicians, as well as integrating a multicultural and social justice lens into the training about trauma. This is based on our experience requiring both MA and PsyD multicultural and trauma courses at The Michigan School of Psychology.

\*Not eligible for Social Work or LMHC CE.



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10:30AM – 11:30 AM

**Roundtables**

***Addressing Biracial Identity in Clinical Supervision  
and Counselor Training***

Horace Mann 424

Crystal Austin, Ph.D., Temple University

Michael Gale, Ph.D., University of Hartford

Christina Martin, Ph.D., University at Albany

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***Culturally Commensurate Mentorship as A Pathways  
into Professional Psychology For Native American  
Trainees***

Horace Mann 431

Michael Azarani, M.Ed., Oklahoma State University

Amanda Young, B.A., Towson University, Towson, MD

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***Teaching Empathy and Skills for Racial and Social  
Justice***

Horace Mann 332

Kathy Burlew, Ph.D., University of Cincinnati

Anna Ghee, Ph.D., Xavier University

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***Supervision and Mentoring with Latinx Trainees:  
Asking for what you need while honoring humildad  
en nuestra cultura (cultural humility)***

Horace Mann 433

Cassandra Calle, B.A., Teachers College, Columbia  
University

Kiara Manosalvas, M.A., Teachers College, Columbia  
University

Narolyn Mendez, M.Ed., Teachers College, Columbia  
University



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***Inclusive Graduate Student Mentoring: Challenges and Strategies***

Horace Mann 438

**Juliet Aiken, Ph.D.**, University of Maryland, College Park

**Lakuan Smith, M.A.**, BounceX

**Soudeepya Chinni, M.A.**, University of Maryland, College Park

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11:40AM – 12:40 PM

**Papers**

***Youth Community-Based Programs as Spaces of Strength and Organizing***

Thompson 229

**Carrie Bergeson, M.S., CFLE**, Montclair State University



1 CE Hour\*

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***Models of Success: Identifying Factors that contribute to faculty production of minority STEM graduates- Implications for HBCUs and Beyond***

Thompson 227

**Fred Bonner, Ed.D.**, Prairie View A&M University

**Aretha Marbley, Ph.D.**, Texas Tech University

**Stella L Smith, Ph.D.**, Prairie View A&M University

**AREAS OF FOCUS:**

- Black People
- Racial/Ethnic Minorities
- STEM

**DESCRIPTION:**

A significant facet of increasing minority student participation in the STEM workforce is to understand the role faculty should play in preparing these students and assisting with their matriculation to graduation and ultimately their participation in the workforce. The overarching goal of this research is to create viable solutions to the conundrum of low representation of African Americans in the STEM workforce and to provide formal guidance to all interested stakeholders. In a qualitative study, a total of nine (9) STEM faculty at three (3) Historically Black College and Universities are interviewed. Preliminary results suggest that five characteristics that faculty need to support increases in the number of African-American students with STEM degrees include being committed to students, approachable, diligent,

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encouraging and honest/fair.

\*Not eligible for Social Work or LMHC CE.

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***Life Continues After 30: The Needs for Geropsychology Training within Counseling Psychology Training Programs*** Thompson 422

Angela Ferguson, Ph.D., Howard University

Rylan Rosario, M.A., Howard University

Shanna Smith, M.A., Howard University

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11:40AM – 12:40 PM

**Symposia**



1 CE Hour\*

***A Practitioner-Scholarship-Advocacy Model: New Theoretical and Practical Approaches to Training and Mentoring Counseling Psychologists***

Thompson 136

Marianne Grace Dunn, Ph.D., College of Saint Elizabeth

Simone Robinson, B.A., College of Saint Elizabeth

Anthony Ferrer, M.A., College of Saint Elizabeth

**AREAS OF FOCUS:**

- Social Justice
- Practice-Forward
- Training & Mentoring

**DESCRIPTION:**

This symposium will highlight new theoretical and practical approaches to training counseling psychologists with special attention dedicated to Counseling Psychology Psy.D. Programs housed in Minority Serving Institutions (MSIs). Additionally, the authors will present a specific case example of how one such practice-oriented doctoral program in a MSI ("Program Z") provides mentorship and clinical training to doctoral students that emphasizes social advocacy.

First, a brief history of these types of programs in MSIs will be provided. Since the mid 1970s, there has been some discussion of how to integrate the Practitioner-Scholar Model within counseling psychology (e.g., Stoltenberg et al., 2000). In 1995, two Counseling Psychology Psy.D. Scholar-Practitioner Model programs, at the University of Northern Colorado and Our Lady of the Lake University, were



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accredited by the American Psychological Association (Stoltenberg et al., 2010). Since the mid 1990s, Counseling Psychology Psy.D. Programs have been opening across the country to train scholar-practitioners with the values of counseling psychologists, including but not limited to social justice, strengths-based approaches to mental health, diversity and inclusion, and vocational psychology. Notably, research on these Counseling Psychology Psy.D. programs in MSIs have largely been omitted from the mainstream counseling psychology training literature.

Thus, this symposium will give voice to these new programs, and build the case for expanding the practitioner-scholar model to incorporate social advocacy in the mentoring and training of Counseling Psychology Psy.D. students. Additionally, the authors will highlight specific pedagogy, mentoring, and training opportunities in Program Z. Examples of Program Z's pedagogical innovations include the development of a local Social Justice Conference connected with a Research Methods course, and the creation of social advocacy proposals with a State Psychological Association. These initiatives underscore the ways in which scholarship and activism align visa vis an emphasis on direct service. Additionally, mentorship innovation will be highlighted, including inter-cohort mentoring, e-learning and social advocacy via education platforms (such as, "Moodle"), and alumni networking to promote licensure as professional psychologists and post-doctoral employment. Training opportunities in practicum placements, including direct service in course on integrating social justice and psychological treatment, will be overviewed.

\*Not eligible for Social Work or LMHC CE.

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***The Cultivation of African-American Undergraduate Students: A Duo-Ethnographic Exploration of the Role of Mentorship in Academic Success***

Horace Mann 147

**O'Shan D. Gadsden, Ph.D.**, Norfolk State University

**Chinyere A. Osborne**, Norfolk State University

**Ja'sonn O. Woolfolk**, Norfolk State University

**Eric R. Cole**, Norfolk State University

**Shuness A. Sledge**, Norfolk State University

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11:40AM – 12:40 PM

**Roundtables**

*Aprendizaje Transformativo: The Importance of Student-Led Work and Peer Mentors During Advisor Sabbatical*

Horace Mann 424

Christina Cendejas, M.S., University of Oregon

Samantha Martínez, M.Phil.Ed., University of Oregon

Maureen Fleming, M.Phil.Ed., University of Oregon

*Counselor Education & Supervision: Avenues of Advocacy for LGBTQ+ Clients*

Horace Mann 431

Nicole A. Christian, M.A., NCC, LAC, Montclair State University

Stacy Pinto, PhD, NCC, LAC, University of Denver

Leslie Kooyman, Ph.D., LPC, Montclair State University

*Mentoring as a means of critical transformation: A collaborative discussion about the nuanced experiences of faculty of color*

Horace Mann 332

Alonzo Flowers, PhD, Drexel University

Katrina Struloeff, M.A., Drexel University

*Imposter Syndrome, Racial Microaggressions and Stereotype Threat*

Horace Mann 433

Nadia Floyd, B.A., NYU & CUNY, John Jay

Emmanuel Garcia, M.A., M.Phil., CUNY-Graduate Center, John Jay

Yasmin Parris, A.A., CUNY- Undergraduate Program, John Jay

DeCarlos Hines, CUNY- Undergraduate Program, John Jay



***What's Going On? Supervision across Racial Lines in Community Mental Health"***

Horace Mann 438

**LaToya Gaines, Psy.D.**, Rutgers University, Newark

**Ellen Nasper, Ph.D.**, Department of Psychiatry, Yale School of Medicine

**Nakia M. Hamlett, Ph.D.**, Connecticut College- Psychology Department

12:40 PM – 1:30 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.

12:40 PM – 1:30 PM

**Book Signing**

***Book Signing with Dr. Lisa Delpit***

Dr. Delpit is editor of a new work, "Teaching When the World Is on Fire," which speaks to the contentious world today and the necessary conversations we all must have about it.

**Cowin Auditorium (147 Horace Mann)**

1:30 PM – 4:30 PM

**Workshops**

***The Art and Science of Experiential Teaching and Learning: Enhancing Meaning and Personal Relevance for All Students***

**Horace Mann 138**



3 CE Hours

**Johanna Buzolits, Ph.D.**, The Michigan School of Psychology

**Ann Smith, Psy.D.**, The Michigan School of Psychology

**Lee Bach, Ph.D.**, The Michigan School of Psychology

**AREAS OF FOCUS:**

- Education/Teaching
- Psychology/Counseling

**DESCRIPTION:**

This workshop showcases experiential teaching and learning in psychology from multiple perspectives, actively engaging presentation participants in both the process and content.



Information about the art and science of experiential teaching and learning will be presented. An emergent model on phases of experiential teaching will be offered as a framework for developing curricula that incorporates experiential learning. There will be a teaching demonstration that will allow attendees to engage in experiential learning and generate ideas for their own coursework.

Basic tenets of experiential learning include: 1) deeper levels of student engagement facilitate increased knowledge acquisition, 2) learning is most effective when instruction includes multi-sensory activities and acknowledgement of the presence of emotions, and 3) motivation is heightened by making connections between prior experience and new knowledge and making meaning of new learning through the identification of personal and professional relevance. Experiential teaching is not for the faint of heart, and requires instructors to be willing to be attuned to group dynamics, be aware of personal reactions (their own and students), be emotionally present, and take risks.

This presentation will also highlight how experiential teaching can serve to increase access and reduce barriers for all students, knowing that there are multiple ways of learning. Additionally, this workshop will demonstrate how experiential learning builds collaborative relationships between teachers and students as well as amongst students. We will illuminate how personal relevance greatly enhances meaning and application of theoretical concepts.



2.5 CE Hours

### ***Navigating Landmines on the Road to Transformative Multicultural Learning and Education***

Horace Mann 148

**Laurene Finley, Ph.D.**, Partners Reaching to Improve Multicultural Effectiveness

**Jerri Bourjolly, Ph.D.**, University of Pennsylvania, School of Social Policy & Practice

#### **AREAS OF FOCUS:**

- Education/Teaching
- Community Based Practice

#### **DESCRIPTION:**

Partners Reaching to Improve Multicultural Effectiveness (PRIME), sponsored by three Northeastern universities, was funded by the Substance Abuse Mental Health Services Administration. The three year workforce research and





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training goal was to assist in reducing mental health disparities. Training sessions were two consecutive days, monthly, over ten-months. State-wide teams of agency mental health practitioners, their supervisors, and peer practitioners participated. Subsequently, one major city contracted for a separate 10-month training program. Transformation Learning and Post-Modern theories provided the theoretical framework.

Presenters' quantitative and qualitative research demonstrated that cultural competencies and the development of intercultural sensitivity increased, though the latter progressed from a non-linear to an upward linear trajectory (Bourjolly, Sands, Solomon, Stanhope, Pernell-Arnold, 2005; Pernell-Arnold, Finley, Sands, and Bourjolly, 2012). Furthermore, facilitators observed incidents of intercultural conflict across several cohorts. Their emergence was further analyzed using a critical case study method (Patton, 2002).

PRIME is the template for learning about theories, objectives, methods and strategies used to facilitate multicultural transformation. Participants will engage in learning activities that facilitated reflective intrapersonal and interpersonal conflict-resolution, multicultural behavioral health interventions and work products. An assessment of a critical incident and applied strategies are discussed. A critique of a sample course curriculum follows.

Topics to be presented:

- Factors involved in designing a curriculum for multi-cultural, transformational change.
- Required competencies for multicultural transformation and behavioral health competence. Comparative similarities and differences with the tripartite model of cultural competence.
- Current methods derived from the multicultural training and education literature.
- In-vivo and repurposed strategies and methods created to facilitate transformation. Demonstration of and participation in methods.
- Discuss transferable knowledge, skills, and pedagogical methods to different professional settings.



3 CE Hours\*

***Mobilizing the Village: The Path to Success for African American/Black Students in Doctoral Clinical Psychology Programs***

Horace Mann 150

**Jade Logan, Ph.D., ABPP**, Chestnut Hill College

**Cheryll Rothery, PsyD, ABPP**, Chestnut Hill College

**Krizia Wearing, B.A.**, Chestnut Hill College

**Anaiya Solomon, B.S.**, Chestnut Hill College

**Erica Johnson, M.S.**, Chestnut Hill College

**AREAS OF FOCUS:**

- Social Justice
- Race/Racism
- Recruitment & Retention

**DESCRIPTION:**

African American/Black doctoral students continue to be underrepresented across clinical, counseling, and school doctoral programs (APA, 2018). Research shows a struggle to navigate the graduate school process from application through graduation given the environmental and systemic barriers embedded within our educational institutions. Still, the literature pertaining to the unique experiences and challenges among this population remains scarce. Aryan et al. (2010) found that racism and prejudice experienced among graduate Students of Color creates a sense of isolation, misunderstanding and psychological distress which is mirrored not only by poor academic performance but also lower retention rates within doctoral programs. Furthermore, negative perceptions among current doctoral students regarding stereotyping, alienation, loneliness, racial microaggressions, and cultural bias are fundamental factors that influence future enrollment rates and attrition rates within doctoral programs (Maton et al., 2011). APA's multicultural guidelines challenge us as professionals to meet the needs of our students, clients, and campus communities in ways that we might not have before. Blockett et al. (2016) noted that predominantly White institutions remain stagnant in graduate student socialization as Black doctoral students are expected to assimilate to the mainstream, institutional norms and values that have been historically oppressive and lack cultural representation. The lack of diversification in doctoral programs hinders degree attainment and advancement into post-doctoral careers, which, creates a marginal pool of faculty of color. Currently, as mentoring and



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advising support has continuously been identified as the strongest predictors for satisfaction and persistence among Black doctoral students (King & Chepyator-Thomson, 2019), presenters aim to build upon the lens of critical race theory frameworks and explore the nature in which African American doctoral students understand and navigate the structural challenges presented to them throughout their doctoral careers. In addition to the sociocultural stressors that students endure, we will explore how the role of mentorship mediates their academic preparedness, sense of inclusivity, and professional development. Presenters will outline the individual and cultural experiences of three African American doctoral students who are at different stages of their doctoral program. This workshop strives to create an inclusive space for African American doctoral students to not only shed light on their experiences but also to inform faculty members, administration, and mental health professionals about the unique experiences African American doctoral students face throughout their educational endeavors. Subsequently, presenters will provide recommendations on how we can strategically aid Black doctoral students in their advancement within academia and the professional field.

\*Not eligible for Social Work or LMHC CE.

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***The 5Ls of Supervision: A Holistic, Ethical Model of Supervision in the Human Services***

Horace Mann 144

**Dawn E. Shedrick, LCSW**, JenTex Training & Consulting; Columbia University School of Social Work

**Sharea Farmer, LCSW**, RS Counseling and Wellness Center

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1:30 PM – 2:30 PM

*Motivation and Awareness of Social Inequities:  
Promoting Social Justice in Multicultural Training*

Thompson 422

**Papers**

**George V. Gushue, Ph.D.**, Teachers College, Columbia University

**Nadine Postolache, B.A.**, Teacher College, Columbia University

**Tina Lee, B.A.**, Teachers College, Columbia University

**Jonathan David Godinez, B.A.**, Teachers College, Columbia University

**Allie Vaknin, B.A.**, Teachers College, Columbia University

**Jung Kim, Ed.M.**, Teachers College, Columbia University

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1 CE Hour

## *Oh, Grow Up!: Moving Extended Adolescent Higher Education Learners from Pedagogy to Andragogy*

Thompson 227

**Elliotte Harrington, Ph.D.**, Fairleigh Dickinson University

### AREAS OF FOCUS:

- Education/Teaching
- Psychology/Counseling

### DESCRIPTION:

A recent study of over eight million 13- to 19-year-olds from a broad range of racial, regional, and economic backgrounds indicates that today's young people are taking on adult responsibilities much later in life (Twenge and Park, 2017). Additionally, individuals who were customarily considered young adults - those who are ages 18 to 24 - are often finding themselves in a state of psychosocial moratorium. According to Dr. Mirjana Domakonda (2017), "25 is the new 18." These delays can influence how students approach their academic responsibilities and can also affect their learning maturity. What are the ramifications of this new extended adolescence for those of us who teach counseling and psychotherapy at the higher education levels? How do we move these students from learning based on pedagogical (child-based) approaches to learning based on andragogical (adult-based) approaches?

Attendees at this presentation will be given specific, real world suggestions for creating coursework and an instructional atmosphere that will support students' shift in learning from a teacher-dependent approach to a self-directed approach. Following this presentation, attendees will be able to:

- Describe recent changes in young adult sociocultural and educational maturation, including the role of diversity in this shift in the classroom;
- Identify the differences between pedagogy and andragogy and list the foundational elements of andragogy; and
- Analyze how various assignments in counseling and psychotherapy courses can be revised to supportively challenge students to respond with increased academic (andragogical) maturity.



*Decolonizing Qur'anic Exegesis: Feminist Islamic-Informed Therapy for Queer Muslims*

Thompson 229

Verdah Kazi, B.A., Teachers College, Columbia University

1:30 PM – 2:30 PM  
Roundtables

*Mentoring of the Twenty-First Century Undergraduate Psychology Students*

Horace Mann 332

Yuki Okubo, Ph.D., Salisbury University

Elise Adamopoulos, Salisbury University

Jordann Morgan, Salisbury University

Yasmine Bailey, Salisbury University

*Stuck behind invisible walls: Mental health considerations and the 2017 travel ban*

Horace Mann 433

Nouna Jalilzadeh, B.S., Molloy College

Tyce Nadrich, PhD, LMHC, NCC, ACS, Molloy College

*"Painting the Ivory Tower": Empowering Students of Color Towards a Career in Academia*

Horace Mann 438

Shruthi Jayashankar, M.A., Seton Hall University

Jessica Jones, M.S., Seton Hall University

Chloe Blau, M.A., Seton Hall University

*Mentoring: An Intervention to Produce & Retain Black Women in the Academy*

Horace Mann 431

Jennifer M. Johnson, Ph.D., Temple University

Mawule A. Sevon, M.A., NCSP, BCBA, Temple University

Elizabeth R. Jackson, Ed.M, CAS, Temple University



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1:30 PM – 2:30 PM

**Symposia**

***How Black Undergraduate Students Experience Whiteness in Postsecondary Education***

Thompson 136

**Karen Margaret Guettler, M.S., BA, BS, AS, University of Kentucky**



1 CE Hour

***It's Just Too Much! Vicarious Trauma in Mental Health Providers Working with Survivors of Child Trafficking***

Horace Mann 147

**Jamal Hailey, MA, Howard University**

**Angela Ferguson, Ph.D., Howard University**

**AREAS OF FOCUS:**

- Trauma
- Psychology/Counseling

**DESCRIPTION:**

Vicarious trauma is a term that describes the cumulative impact of indirect traumas in which a person absorbs and integrates disturbing aspects of the traumatic experience into their own functioning (Litam, 2017; Lonn & Haiyasoso, 2016). Vicarious trauma in therapy may occur as a traumatic response due to repeated exposure to the client's trauma over time (Hayden, Williams, Canto, & Finklea, 2015; Lonn & Haiyasoso, 2016). Researchers have long attempted to understand the impact on vicarious trauma in the helping profession. Although advances have been made to understand the effects of vicarious trauma in psychology and other mental health fields, more contemporary understandings are needed to mitigate the impact of vicarious trauma for professionals who work with survivors of child human trafficking. While data varies, it is estimated that approximately 8 million children and adolescents are trafficked annually (Reid, Baglivio, Piquero, Greenwald, & Epps, 2018). Of the youth who are victims of human trafficking, over 5.5 million are forced into physical labor, and nearly 2 million are forced into the sex trade (Greenbaum & Bodrick, 2017; Reid et al., 2018). In the United States, children and adolescents are forced into various aspects of the human trafficking industry. As these youth are encountered through various mental health systems, it will be important for providers to be aware of how to recognize symptoms of multiple trauma, as well as how to engage in preventative measures. The purpose of this symposium will be to discuss the impact of vicarious trauma

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on psychologists and other mental health providers who work with victims of child trafficking and explore the use of clinical supervision as an intervention. Participants will learn how to recognize symptoms of vicarious trauma, as well as strategies to engage in preventative measures to counteract the effects of vicarious trauma as mental health providers.

2:40 PM – 3:40 PM

## Papers

***HBCU Activism: The Evolving role of HBCUs in Resolving Racial Tensions and Advancing Racial Conciliation in Higher Education***

Thompson 422

**Bianca Mack, M.Ed,** Howard University

**Temple Price, M.A.,** Howard University

**Ivory A. Toldson, Ph.D.,** Howard University



1 CE Hour

***The Relationship Between Racial Microaggressions and Depression in Black Students: Examining Ethnic Identity as a Moderator***

Thompson 229

**Laura Reid Marks, Ph.D.,** Florida State University

**AREAS OF FOCUS:**

- Race/Racism
- Psychology/Counseling

**DESCRIPTION:**

Racial microaggressions are common unintentional forms of discrimination that have been shown to be psychologically and physically detrimental to racial minorities (Sue, Capodilupo, Nadal, & Torino, 2008). Numerous studies have shown the positive association between racial microaggressions and depression (and other mental health outcomes) in Black individuals (e.g., Liao, Weng, & West, 2016; Nadal, Griffin, Wong, Hamit, & Rasmus, 2014). However, less research is available on moderators of this relationship. Examining factors that may weaken the relationship between racial microaggressions and depression is important to develop culturally tailored interventions for Black college students. Ethnic identity or having pride in one's ethnicity is one such potential buffer (Phinney & Ong, 2007; Mossakowski, 2003). In 2016, Liao, Weng, and West suggested that scholars examine ethnic identity as a potential protective factor that may buffer the detrimental effects of racial microaggressions. The present study examined the





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relationship between racial microaggressions and depression in a sample of Black college students and extended past research by examining ethnic identity as a moderator. One hundred and eighty-seven Black college students were recruited through undergraduate educational psychology classes to complete an online questionnaire, which included the: Racial Microaggressions Scale (RMAS; Torres-Harding, Andrade, & Diaz, 2012), the Depression subscale of the Depression, Anxiety, and Stress Scales-21 (DASS-21; Lovibond & Lovibond, 1995), and the Multigroup Ethnic Identity Measure (MEIM; Phinney & Ong, 2007). A series of analyses using model 1 in the PROCESS macro for SPSS (Hayes, 2018) were conducted. Analyses revealed that ethnic identity moderated the relationship between racial microaggressions and depression for the following racial microaggressions dimensions: criminality, low-achieving/undesirable culture, invisibility, and environmental invalidations. Ethnic identity was not a moderator for the foreigner/not belonging or sexualization dimensions. Graphing of the significant moderation results revealed similar patterns for each racial microaggressions dimension. More specifically, ethnic identity did not buffer the negative effects of racial microaggressions for Black college students at high levels of racial microaggressions. However, at low levels of each type of racial microaggression, those with high levels of ethnic identity had the lowest depression scores. This finding supports part research that has shown a positive relationship between ethnic identity and improved mental health outcomes (McClain et al., 2016). However, findings suggest that ethnic identity does not seem to be enough to protect one from racial microaggressions across several domains, which is contrary to past research (Mossakowski, 2003). Implications for counseling research and practice are presented.

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***Booked & Busy: Supervision and Mentorship focused on Black female therapists' personal presentation of hair and hair discrimination***

Thompson 227

Afiya Mbilishaka, Ph.D., University of the District of Columbia

McKalah Hudlin, B.A., Princeton University

Camille Warner, B.S., Howard University

Monet Walker, B.A., University of the District of Columbia

Desi Carson, B.A., University of Virginia

Darrick Jones, B.S., University of the District of Columbia

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2:40 PM – 3:40 PM

**Roundtable**

***Is it just me or...?: Mentorship and Supervisory Experiences of Students of Color***

Horace Mann 424

Monica J Johnson, B.S., University at Buffalo

Kehinde Oladele, M.S., University at Buffalo

Eileen Sun, B.S., University at Buffalo

Ada Lin, B.A., University at Buffalo

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***The Impact of Mentorship, or Lack thereof, on Graduate Students of Color***

Horace Mann 431

Stephanie Joseph, M.A, M.Ed., Temple University

Mariah Davis, ME.d, Temple University

Samantha Rushworth, M.S, ME.d, Temple University

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***Navigating the Wilderness: Seeking Support in Evangelical Academia***

Horace Mann 332

**Camisha Kibble, M.A.**, Wheaton College Graduate School of Psychology

**Angela Jin, M.A.**, Lydia Home, Chicago

**Donna Armentrout, M.A.**, Wheaton College Graduate School

**Christin Fort, Psy.D., M.A.**, Wheaton College



1 CE Hour

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***Teaching to Transform: Empowering Students through Community Action***

Horace Mann 433

**Chu Kim-Prieto, Ph.D.**, The College of New Jersey

**Kaitlyn Hunter**, The College of New Jersey

**AREAS OF FOCUS:**

- Education/Teaching
- Social Justice
- Displaced Populations

**DESCRIPTION:**

This Roundtable Discussion will focus on ways in which faculty can bring community action and empowerment to the classroom and to their students.

The Discussion will start with a brief presentation by the presenter and co-presenter, who will discuss their experience in a course on psychology of power, oppression, and privilege that incorporated community engaged learning. The presenter, a faculty member, will discuss the challenges of designing a course on oppression and privilege, and engaging students in community engaged action. The co-presenter, a student who was in the course, will discuss her experiences at the refugee detention center that was the focus of her community engaged work.

After the brief presentation, the Discussion will be opened and all will be asked to share about their experiences and visions, and also provide helpful guidance to others about common pitfalls and challenges.

The discussion will focus on three topics: 1) Creating a

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course, getting institutional buy-in, 2) Creating safe-spaces for students and community members, and Empowerment, not condescension.

The presenter and co-presenter will compile the suggestions and tips and offer the notes to participants, along with a copy of the syllabus and the reading list.

***Locating Relational Cultural Theory within Community Based Education Settings: Repositioning for Healing, Critical Social Analysis and Liberation***

Horace Mann 438

David Lardier, PhD, LPC, University of New Mexico

Kathryn Herr, PhD, LCSW, Montclair State University

***Maintaining Motivation for Academic Achievement for Ethnically Diverse Students through Mentorship***

Horace Mann 436

Ceewin Louder, M.A., University of Miami

Marisol Meyer, B.A., University of Miami

2:40 PM – 3:40 PM

**Symposia**



1 CE Hour\*

***Culturally Sensitive Virtual Mentoring Programs for Underrepresented International Doctoral Students in Professional Psychology and Early Career Psychologists***

Horace Mann 147

Jiyeon Lee, Ph.D., York College - The City University of New York

Jeeseon Park-Saltzman, Ph.D., The Ohio State University

**AREAS OF FOCUS:**

- Education/Teaching
- Immigration
- Culturally Sensitive Mentoring

**DESCRIPTION:**

Even though mentoring has been identified as a facilitative tool of international doctoral students in professional psychology for career development (Chan, Yeh, & Krumboltz, 2015; Johnson, 2002), many underrepresented students often



face challenges to find a culturally sensitive mentor due to having limited access to role-models for career development, networking, belongingness, and psychosocial support. To complete their degrees, international doctoral students in professional psychology have to deal with extra layered stressors such as career concerns, legal issues, financial problems, and cultural adjustment (Lee, 2013). Therefore, to increase accessibility to mentors in professional psychology, virtual mentoring by international psychologists can be an alternative way to fulfill these students' needs by using synchronous tools (e.g., webinars, video/audio chat on Skype) and asynchronous tools (e.g., emails) (Owen & Whalley, 2017). This symposium includes two presentations that address culturally sensitive virtual mentoring models to promote career development of underrepresented international doctoral students in professional psychology and early career psychologists. Detailed virtual mentoring programs for these population will be presented to highlight factors and activities that enhanced career development of these students.

The first presentation aims to address highlights from several webinars/online meetings that the Korean Psychology Network Mentoring and Training Committee hosted for KPN members to assist with their APPIC internship application and job search process. Presenter will discuss benefits and challenges of hosting webinars/online meetings for writing essays, internship interviews, and ranking of internship sites as well as support meeting for pre-doctoral interns and post-doctoral fellows that addressed their training issues, job search, and other professional development issues. The second presentation will introduce culturally sensitive virtual peer mentoring program for early career professionals, which has been provided by the International Psychology Practitioner Committee (IPPC) in Division 17 International Section at APA. Presenter will highlight how the IPPC provides ongoing support and network for career development of international practitioners. Presenter will also discuss issues frequently discussed in the IPPC ongoing meetings such as clinical cases, crisis intervention, national trends in work place in professional psychology, bicultural identity, institutional support for legal status, and job transition. In sum, our symposium aligns with the main theme, TEACHING TO TRANSFORM, by paying specific attention to culturally sensitive mentoring programs for international doctoral students in professional psychology and early career psychologists with examples of virtual mentoring programs.

\*Not eligible for Social Work or LMHC CE.



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3:50 PM – 4:50 PM

**Papers**

*Culturally Adapted Yoga as Prevention for Newcomer Immigrant Adolescents*

Thompson 229

Kristina Carmen Mendez, M.S., Palo Alto University

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*QUEST: A New Model for a Doctoral Socialization Summer Research for Students of Color*

Thompson 227

Jordan Morris, Ph.D., Applied-Psychology-NYU

Anna Kreienberg, B.A., Applied-Psychology-NYU

Norissa Williams, Ph.D., Applied-Psychology-NYU

Michelle Vardanian, B.A., Applied-Psychology-NYU

Fran Moore, Ph.D., Applied-Psychology-NYU

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*Mentoring Black male counselor educators: Reflections from "The Plantation"*

Thompson 422

Tyce Nadrich, PhD, LMHC, ACS, NCC, Molloy College

Alfonso Ferguson, MA, LMHC, NCC, Montclair State University

Linwood Vereen, PhD, NCC, Shippensburg University of Pennsylvania

David Ford, PhD, LPC, ACS, NCC, Monmouth University

Jason Branch, PhD, LPC, ACS, NCC, Monmouth University

Matthew Bonner, PhD, LCPC, NCC, Johns Hopkins University

Michael Hannon, PhD, Montclair State University

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3:50 PM – 4:50 PM

**Roundtable**

*Uncovering the meaning of identity in the client-therapist-supervisor triad: Reflections of Latinx clinicians*

Horace Mann 332

Kiara Manosalvas, M.A., Teachers College, Columbia University

Fred Millán, PhD, ABPP, NCC, SUNY Old Westbury Graduate Mental Health Counseling Program

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*Allyship, Affirmation, and Informed Action: Exploring White Allyship Among Students Of Color Within Higher Academia*

Horace Mann 431

Jessica Mcfadzean, B.A., University at Buffalo, The State University of New York

Allison Drake, MSc, University at Buffalo, The State University of New York

Nathalie Velasco, B.S., University at Buffalo, The State University of New York

Angelica M. Soto, Ed.M., University at Buffalo, The State University of New York

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*Revisiting Criteria for Supervisor Evaluations of Trainee Clinicians*

Horace Mann 424

Kathy Melo Li, M.S., Ed.S., Lehigh University

MaryBeth Grove, M.A., Revisiting Criteria for Supervisor Evaluations of Trainee Clinicians

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*Even the Pedagogy was White: Moving Away From a Single Lens Approach to the Teaching and Practice of Psychology*

Horace Mann 433

Jannis Moody, Ph. D., Texas Southern University

Dominique Broussard, Ph.D., University of San Francisco

Courtland Douglas, M.A., Howard University



*HBCUs Accessing Transnational Education to Transform Africa and the Diaspora*

Horace Mann 438

Velicia Moore, Prairie view A&M

3:50 PM – 4:50 PM

**Symposia**

*"Transformational Teaching & Supervisor of Asian American Psychology: Historical & Cultural Communities Brought to Life"*

Thompson 136

Matthew R. Mock, PhD, John F. Kennedy University

*Relational and trans-affirming mentoring with doctoral students*

Zankel 125

Sue Motulsky, EdD, Lesley University

Maura McCullough, Lesley University

Kimberly Cherry, LMFT, Lesley University

Christopher Ceccolini, Boston College

5:00 PM – 5:50 PM

**KEYNOTE ADDRESS**

*Taking the Long View: Reflections on 50 years of counseling and training in a Multicultural Paradigm*

Cowin Auditorium (147 Horace Mann)

Samuel Johnson, Ph.D., Baruch College



Sam Johnson, PhD, is a former chair of the Psychology Department at Baruch College, a counseling psychologist, and professor of Psychology. He sits on the President's Cabinet as the chair of the Baruch College Faculty Senate. His research and teaching interests are in culturally competent clinical training and applied psychological training for intercultural competence. His academic career spans over 40 years of service at many institutions, most recently at Teachers College Columbia University. While at Teachers College, Dr. Johnson pioneered multicultural curriculum development for professional psychologists at Columbia University. He is the founder of the Teachers College Winter Roundtable on Cross-Cultural Psychology and Education, the longest-running professional conference devoted to issues of diversity.





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6:00 PM – 8:00 PM

***WINTER ROUNDTABLE RECEPTION & STUDENT  
POSTER SESSION***

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, 3<sup>rd</sup> edition), a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 18 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.

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***Closing the Evaluation Gap: One-Way ANOVA as a  
Solution to Non-Random Missingness in Diverse  
Classrooms***

Sequoia Callahan, B.A., St. Mary's University

Marina Castro, St. Mary's University

Mary Margaret Walls, St. Mary's University

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***Challenges and Lessons Learned in Conducting  
Qualitative Research with Newcomer Youth Using  
Their Native Language***

Karla Barajas, M.S., Palo Alto University

Vicky Bouche, M.S., Palo Alto University

Emma Liu, B.A., Palo Alto University

Sita Patel, Ph.D., Palo Alto University



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***Focus on Mental Health, Stigma, and Ethics: Working with Inmates in Correctional Settings***

Chloe Blau, M.A., Seton Hall University

Sandra S. Lee, Ph.D., Seton Hall University

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***Supervision and mentorship of therapists of color: A systematic review***

Megan Blocker, M.A., The New School for Social Research

Maryam Omid, M.A., The New School of Social Research

Doris Chang, Ph.D., Silver School of Social Work at New York University

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***Uncovering the Model Minority Narrative, A Case Study on Asian American Students in High-Achieving Secondary Schools***

Joanne Choi, M.A., Teachers College, Columbia University

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***Model Minority Expectations: Exploring with Young Chinese American College Students Who Seek Career Counseling***

Chris Clemons, Ph.D., Seton Hall University

Margo Jackson, Ph.D., Fordham University

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***Race-related Stress, Hypermasculinity, Academic Self-Handicapping and Academic Efficacy among Black Male Students***

Karen Margaret Guettler, ABD, PhD, MS, BA, BS, AS, AA, University of Kentucky

Kenneth M. Tyler, Ph.D., University of Kentucky

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***A New Topic in Teaching Ethics: GAP and the  
Therapist as Gatekeeper***

Cayden S Halligan, Seton Hall University

Sandra S. Lee, Ph.D., Seton Hall University

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***Counseling While Black: A Critical Inquiry Exploring  
Black Counselors' Experiences at the Intersection of  
Race and Gender in Predominantly White Mental  
Health Settings***

Brandon Jones, MA, LMHC, Lesley University

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***Teaching racial literacy: Coping mechanisms that  
promote youth peer-to-peer mentorship***

Stephanie Ko, M.S.Ed., University of Pennsylvania,  
Graduate School of Education

Sarah M. Filgueiras, M.S.Ed., University of  
Pennsylvania, Graduate School of Education

Shamm Petros, M.S.Ed., M.Phil.Ed., Lion's Story

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***Training bilingual psychotherapists: Language in the  
psychotherapeutic process and the bilingual Hispanic  
psychotherapist's sense of identity***

Pauline Levy Frydman, Psy.M., Rutgers University

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***The Impact of Adverse Childhood Experiences and Social Support on Drinking Behavior and Psychological Distress in College Students***

**Amanda N Moore**, Pennsylvania State University

**Jacob S. Sawyer, Ph.D.**, Pennsylvania State University,  
Mont Alto

**Ryan M. Hovis**, Pennsylvania State University, Mont Alto

**Cara N Burgan**, Pennsylvania State University, Mont Alto

**Megan R Cornwell**, Pennsylvania State University, Mont  
Alto

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***Who am I? Who am I not? Adolescents' Personal Identity in Context***

**Kiki Oro, B.S B.A**, New York University

**Eileen Knauff, B.A.**, New York University

**Sohini Das**, New York University

**Katie DeAngelis, B.A.**, New York University

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***Association of Pre-internship Variables with Early Career Objective and Subjective Early Career Competencies Among Health Service Psychologists***

**Andrea Ortiz, MA**, University of North Texas,  
Department of Clinical Psychology



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***Achievement and Happiness among LGBT+ Latinx Youth and Emerging Adults***

Tatiana Pineiro, B.A., Mercy College

Jack Simons, Ph.D., Mercy College

Kaitlyn Belen, B.A., Mercy College

Matthew Gallo, B.A., Mercy College

Tony Cintron, B.A., Mercy College

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***Second Language Acquisition and Standardized Assessment Practices***

Hal Schmeisser, M.A., DePaul University / East Prairie  
School District 73

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***Making Meaning of School-Age Experiences: Self-Reflections of Sexual Minorities Coping Strategies***

Jack Simons, Ph.D., Mercy College

Melissa Ramdas, Ph.D., Mercy College

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***Childhood Asthma Symptom Perception***

Allyana Wiviott, Ed.M., M.A., Ferkauf Graduate School  
of Psychology

Naomi Greenfield, B.A., Ferkauf Graduate School of  
Psychology



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## SATURDAY, FEBRUARY 29, 2020

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

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8:00 AM – 8:50 AM      *Registration & Refreshments*      Everett Lounge  
(118 Zankel)

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10:00 AM – 4:00 PM      *Book Fair*      Horace Mann  
152  
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.

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9:15 AM – 10:15 PM  
**KEYNOTE ADDRESS**



*A Supervisor's Search for Meaning: Lessons Learned from a Relational Multicultural Approach to Mentorship*

Cowin  
Auditorium (147  
Horace Mann)

**Carmen Cruz, Psy.D.**, Texas Woman's University

Dr. Cruz is currently Associate Director and Director of Training at Texas Woman's University Counseling & Psychological Services. Additionally, she provides private consultation and trainings for institutions, businesses, and individuals who aim to improve their perspectives and inclusion within their organizations. She is a diversity and gender specialist, with particular specialty in LGBTQ populations and racial/ethnic minorities. Dr. Cruz's professional interests include social justice training, teaching/mentorship, the psychology of gender, identity issues, multicultural psychology, cultural/spiritual development, existential theory and the impact of the stigma of psychotherapy.

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10:00 AM – 4:00 PM

***Special Exhibit: Photovoice and Advocacy for Asylum Seekers***

Horace Mann  
140

Please visit the participatory research photovoice exhibit prepared by Dr. Kim Baranowski. The interactive display will be open throughout the conference.

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10:30 -12:30 PM

**Workshops**



2 CE Hours

***"Teaching to Transform as Shared 'Soul Work': The Imperatives of Multicultural Supervision and Mentoring"***

Horace Mann  
138

**Matthew Mock, Ph.D.**, John F. Kennedy University  
**Robbin L. Rasbury, Psy.D.**, John F. Kennedy University

**AREAS OF FOCUS:**

- Social Justice
- Racial/Ethnic Minorities

**DESCRIPTION:**

The continuing increase of diversity in the U.S. has led to further imperatives for the inclusion of multiculturalism in education, training, supervision and clinical practice. Increased awareness of diversity has led to a need to effectively incorporate cultural competency into curricula content, teaching-learning processes and supervising ethical clinical practice. Mentoring, supervising and modeling are optimal for embodying cultural humility. Cultural humility and responsiveness mean not only understanding others, but for students, the self-as-clinician. Transformative teaching is clearly not our only or sole work but embodies more often our deep 'soul work' which will be described, discussed and exemplified throughout.

For those teaching, mentoring and supervising this also means self-awareness as well as accountability. This workshop will address: a) working with historically marginalized communities via teaching, supervising and mentoring; b) culturally responsive supervision, role modeling and practice; 3) consideration of interprofessional, intergenerational collaborative health service models; 4) workforce commitments furthering



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equity and social justice via mentoring, supervision and other creative, effective means in the current context.

In order to prepare and supervise the next generation of psychologists, educators, and practitioners, faculty must be aware of core issues of cultural competence, cultural responsiveness and effective practices for diverse communities. They must be cognizant of their own diversity and be vigilant to issues of power, privilege and be facile in addressing differences including race, ethnicity, culture, class, gender, sexual orientation, spirituality, different abilities and more in teaching and supervision. Mirroring societal issues, teaching & supervision often engenders effectively identifying potential impediments such as micro-aggressions, invalidations, denial or silencing.

The specific content areas covered in this workshop include:

- Self and other awareness of culturally competent attitudes, skills and behaviors including racial, cultural, ethnic and linguistic backgrounds of individuals, families and communities that impact teaching, supervision, mentoring and learning of future mental health practitioners.
- Multicultural counseling curricula development and cross-cultural interactions, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender and disability, and their effective incorporation in the teaching, supervision & mentoring education process.
- Identifying potential challenges and impediments in teaching, supervising, mentoring for diversity and social justice including micro-aggressions, invalidations, power differentials, and isms such as racism, sexism, classism, heterosexism and more.
- Identify strategies including modeling use of self in supervision, mentoring and leadership as well as curriculum content and teaching approaches informative and effective for preparing future mental health practitioners working in a variety of contexts and systems.





2 CE Hours

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***Culturally Conscious Clinical Supervision: Giving Doctoral Trainees Tools for Resilience in the Therapy Room***

Horace Mann  
144

**Cheryll Rothery, Psy.D., ABPP, John F. Kennedy University**

**Erica L. Johnson, M.S., Chestnut Hill College**

**AREAS OF FOCUS:**

- Education/Teaching
- Oppression
- Clinical Supervision

**DESCRIPTION:**

Contemporary and blatant racism, heightened in the current sociopolitical climate, can have a deleterious impact on both white students and students of color who work with clients of the racial majority (Holder, Jackson, & Ponterotto, 2015). Additionally, students who identify with the racial majority who already face challenges such as forming alliances with racial minority clients (Hayes, McAleavey, Castonguay, & Locke, 2016) might be even further challenged in such interactions. Clinical supervisors also face increasing challenges in their efforts to support students and to train them to work effectively with clients who may engender discomfort, fear, and/or "racial anxiety" as a result of perceived or actual political beliefs and other differences (Godsil, R.D. & Richardson, L.S., 2016). Supervisors, themselves, may also be compromised in their roles, as many mental health professionals are finding it increasingly challenging to effectively engage in therapeutic interactions and to facilitate change and/or positive coping in clients when they, themselves are struggling with similar challenges (APA, 2019). The implications are that trainees may be ill equipped to navigate clinical interactions that are devaluing or threatening based on diversity factors between the trainee and his or her clients.

Videotaped vignettes of individual clinical supervision with two doctoral students will be used to illustrate some of the challenges trainees may face in the clinical context and how they can be explored and addressed in



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supervision to train, support, validate, and empower clinical trainees in their efforts to build rapport, establish a climate of mutual respect, collaboratively identify and execute treatment goals, and discern when it is appropriate to work with clients from where they are, and when doing so would be inappropriate, unacceptable, and not in the best interest of the trainee or the client. Aspects of Hardy's Healing the Hidden Wounds of Racial Trauma (Hardy, K.V., 2013) will be presented as a model applied to support a student experiencing the traumatic impact of racism by a client, and the Relational-Cultural Model (Jordan, J., Kaplan, A., Miller, J.B., Stiver, I., & Surrey, J. (1991) will be used as a framework to understand the disconnections that serve to divide and isolate clients from others, as well as to illustrate the power of connecting in authentic ways to enhance client, supervisee and supervisor coping in current political times. Participants will acquire tools for conducting conscious supervision and facilitating conscious therapeutic interactions in ways that benefit clients, trainees, and supervisors, alike.

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***Leadership Development for Educators & Trainers - Best Practices for Addressing Power, Privilege and Oppression when Teaching Topics of Diversity & Increasing the Intersectional Lens in the Classroom***

Horace Mann  
150

**Dawn E. Shedrick, LCSW**, JenTex Training & Consulting; Columbia University School of Social Work

**Matthea Marquart, MSW**, Columbia University School of Social Work



2 CE Hours

***Participatory and Socially-Just Research:  
Photovoice and Advocacy for Asylum Seekers***

Horace Mann  
140

**Kim Baranowski, Ph.D.**, Teachers College,  
Columbia University

**Melissa Moses, MA, Ed.M.**, Teachers College,  
Columbia University

**Nuria Mendoza, M.D.**, Teachers College, Columbia  
University

**Tolu Ademuyiwa, B.S.**, Teachers College,  
Columbia University

**Renzo Grande, B.S.**, Teachers College, Columbia  
University

**Elizabeth Singer, M.D., MPH**, Teachers College,  
Columbia University

**Sriya Bhattacharyya, M.A.**, Teachers College,  
Columbia University

**AREAS OF FOCUS:**

- Participatory Action Research
- Activism
- Asylum

**DESCRIPTION:**

Participatory action research (PAR) provides a framework for developing new knowledge that privileges the expertise of community members to address the issues they view to be essential and salient. Through the co-creation of studies, the PAR approach privileges local perspectives and wisdom. Photovoice is frequently used in PAR studies and involves the taking of photographs by members of a team to document aspects of the co-researchers' experiences. The resulting images are accompanied with a collection of text-based reflections by the photographers. In this workshop, a PAR team comprised of co-researchers engaged in advocacy for asylum seekers will present their year-long collaboration and introduce participants to the Photo Voice process through a discussion of the successes and obstacles they encountered.

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The workshop will include an orientation to the theory behind Photovoice, research related to its applicability across a range of settings and with diverse communities, and strategies for leveraging this method for the creation of an emancipatory pedagogy. The workshop will continue with a visit to the team's public exhibition of their photographs at Teachers College and an opportunity to engage in dialogue with the co-researchers about their images and related narratives which highlight their experiences, hopes, and challenges related to their work with asylum-related issues. The program will conclude with a discussion of the ways participants can lend their voices and skillsets to advocate for survivors of persecution and human rights violations seeking protected immigration status in the United States.

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**10:30- 11:30AM  
Papers**

***Multicultural Training in Integrated Healthcare Settings: Lessons from the Field in Training Healthcare Clinicians and Staff***

Thompson 227

**Katherine Shaffer, Ph.D.,** University of Baltimore

**Santokh Singh, B.A.,** University of Baltimore

**El Schoepf, M.S.,** University of Baltimore

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***Supervising Students with Clients Impacted by Immigration Legislation: An Adapted Discrimination Model***

Thompson 229

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

**Natalie Oropeza, M.A., M.S.,** Palo Alto University



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10:30 AM - 11:30 AM

**Roundtables**

***Teaching Resistance: The Call for the Advancement of Trauma Clinicians as Social Advocates and Activists***

Horace Mann  
424

**Nishant Patel, Psy.D.**, Department of Veterans Affairs

**Lisa Carlin, Ph.D.**, Washington DC Veterans Affairs Medical Center

**Eva Chiriboga, Psy.D.**, Washington DC Veterans Affairs Medical Center

**Frances Y. Adomako, Ed.M.**, Washington DC VA Medical Center

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***Gaps in services on IHEs for youths facing housing, food and economic insecurities***

Horace Mann  
332

**Mark J Pierce, M.Ed.**, Southern Methodist University

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***Sexual Harassment in Supervision***

Horace Mann  
431

**Silvia Re, M.S., LMHC**, Seton Hall University

**Katherine Finkelstein, M.A.**, Seton Hall University

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***How to discuss multicultural issues in supervision***

Horace Mann  
433

**David Robinson, M.A.**, University of Nevada, Las Vegas

**Sonia Dhaliwal, Psy.D.**, University of Nevada, Las Vegas

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***Are You Safe?: Conversations on cross-racial and cross-cultural supervision with Black men***

Horace Mann  
438

**Renissa Arnold, M.S.**, Oklahoma State University

**Megan Nelson, M.A.**, Oklahoma State University



10:30 AM- 11:30 AM  
Symposia



1 CE Hour\*

*Transforming Political, Racial, and Gender Barriers in Teaching and Mentoring Students of Color at Historically Black Universities and Colleges*

Horace Mann  
147

**aretha marbley, PhD, LPC, LPC-S, NCC, Texas Tech University**

**Fred Bonner, II, Ed.D., Prairie View A&M University**

**Leon Rouson, Ph.D., Norfolk State University**

**Stella Smith, Ph.D., Prairie View A&M University**

**AREAS OF FOCUS:**

- Education/Teaching
- Academic Outcomes
- Mentoring

**DESCRIPTION:**

Hooks (1994) belief that "the engaged voice must never be fixed and absolute but always changing, always evolving in dialogue with a world beyond itself" (p. 11).

Like mentoring, transformational leadership involves a process of inspiring commitment through empowerment and transformational leadership involves a process that engages the leader and the follower in such a way that motivation and moral conduct heightens. It is also the capacity of an individual to motivate, enable, and influence others to contribute toward the success and effectiveness( House, Gupta, Hanges, Javidan, & Dorfman, 2004) Thus, from transformational leadership lens and that of the engaged voice, the presenters will share central components and findings from two federally funded grants that heavily incorporated mentoring to transform political, racial, and gender barriers for students of color. The Teacher Prep-Student Support Service Initiative, funded by United States Department of Education to increase the overall number of schoolteachers by recruiting students from low income and first-generation backgrounds. The second is a STEM grant funded by the National Science Foundation focused on identifying factors that contribute to faculty production of minority STEM



graduates at HBCUs. The presenters as clinicians, educators, and teachers provide useful data, practical strategies and strong recommendations for applying mentoring to aid in the success of recruiting, retaining, supporting, and graduating students of color in P-20 teacher education and STEM programs.

\*Not eligible for Social Work or LMHC CE.



1 CE Hour

***Within-Session Supervision of Doctoral Students  
in an Autism Clinic Serving Limited English  
Proficiency Medi-Cal Patients***

Thompson 136

**Natalie R. Oropeza, M.A., M.S.**, Palo Alto University

**Maya Morales Chan, B.A.**, The Autism Center of Northern California

**Hala El Bahraoui, M.A.**, Palo Alto University

**Bryna Siegel, LMHC**, The Autism Center of Northern California (ACNC)

**AREAS OF FOCUS:**

- Practice-Focused
- Education/Teaching
- Community Work/Non-Profit Psychological Services

**DESCRIPTION:**

California's Medicaid program (Medi-Cal) serves approximately 12.8 million low-income individuals (California Department of Health Care, 2019). Of this group, about 38% do not speak English as their primary language. The Medi-Cal population experiences disparities and lack of access to appropriate healthcare, especially in mental health care and neurodevelopmental assessments. These disparities are heightened due to communication difficulties in patients who have limited English. Patients with limited English proficiency (LEP) often experience poorer health care outcomes at all phases of care delivery (Wasserman, 2014). There has been little research on effective training for health professionals in caring for patients with LEP. The learning objectives of the symposia are



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identifying successful practice factors in a program model for training clinical psychology students to adapt evidence-based diagnostic practices to deliver a high-quality diagnostic assessment for neurodevelopmental conditions to low-income patients with LEP. There is a high demand to train assessors in culturally-sensitive methods to patients with limited access to diagnostic knowledge, service system knowledge, and care continuity best-practices. The Autism Center of Northern California (ACNC) is one of the few student-training clinics in the San Francisco Bay Area with where 90% of patients are Medi-Cal recipients. Of referrals to this clinic, approximately 70% speak a first language other than English in their homes, with about 40% speaking Spanish, 40% speaking Cantonese, and 20% other languages. ACNC accepts doctoral students from various Bay Area clinical psychology programs, which includes on-site and within-session supervision. According to the APA, current supervision practices require at least one instance of direct observational supervision per semester in order to maintain APA accreditation. However, research shows that frequent direct supervision protects the well-being of patients, facilitates the therapeutic assessment of supervisees' competence as well as increases supervisee satisfaction with supervision (Amerikaner & Rose, 2012). While there is little research evaluating within-session supervision, this model provides students with a greater breadth of learning opportunities from supervisors and increases the likelihood of enhancing patient outcomes via this real-time guidance. The goal of this model is a learning environment for training clinicians to provide high-quality care for low-income, non-English speaking patients in a cost-effective manner. This presentation will focus on the operation of a student-training autism clinic. It will address specific challenges in efforts to train students in providing accessible autism assessments specifically to LEP Medi-Cal patients.

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11:40 AM - 12:40 PM  
Papers

***Barriers to contextual feminist mentorship:  
Graduate student perspectives***

Thompson 229

**Kylie M. Steinhilber, M.S.**, Suffolk University  
Clinical Psychology

**Lauren I. Grenier, M.S.**, Suffolk University Clinical  
Psychology

**Lynne-Marie Shea, M.S.**, Suffolk University  
Clinical Psychology

**Natasha P. Ramanayake, M.A., M.S.**, Suffolk  
University Clinical Psychology

***From, A Mentor: The (Un)Guide to Inclusive  
Mentorship in Higher Education***

Thompson 422

**Kylie Walter, B.S.**, Syracuse University

**Christy Ashby, Ph.D.**, Syracuse University

**Olivia Baist**, Syracuse University

***Giving Voice: Teachers Perspectives on Social-  
emotional Learning Program***

Thompson 227



1 CE Hour

**Silvia Alves Nishioka, M.A.**, Teachers College

**Cindy Huang, M.A.**, Teachers College

**Kailee Kodama, B.A.**, Teachers College

**Cindy Huang, Ph.D.**, Teachers College

**AREAS OF FOCUS:**

- Psychology/Counseling
- Education/Teaching

**DESCRIPTION:**

School-based programs have the potential to bridge disparities in mental health through equitable distribution of preventative services. Programs that incorporate social-emotional learning (SEL) have shown



promising results in preventing mental health problems, promoting positive behaviors (e.g., self-regulation), and improving academic outcomes across minority groups. Teachers are often responsible for delivering SEL programs at schools; yet, little is known about how teachers perceive these programmatic efforts. In fact, decisions about SEL programs are often made in a 'top-down' way. Research shows that 95% of teachers believe SEL skills are beneficial. However, fewer teachers (75%) considered SEL programs to improve academic achievement. Another 19% believed that SEL should not be taught in schools. This variance in perception highlights the need to better understand teachers' perceptions of SEL programs as they are implemented. Studies show that teachers who perceive SEL programs positively are more likely to implement the curriculum more often and with higher quality. This qualitative study aimed to explore teachers' perceptions of a classroom-based SEL program, NaliniKIDS.

Data were drawn from an effectiveness evaluation of NaliniKIDS in a blue-ribbon elementary school in NYC serving diverse population. Eight different teachers participated in the two focus groups. All participants were female and worked at the school for 11 years on average. After the focus groups, qualitative data were transcribed and coded. Thematic analysis was used to determine emergent themes from the discussion. Analyses yielded two main themes: 1) Barriers: Lack of time, training, and difficulties integrating the program into academic curriculum were main implementation barriers that need attention; and 2) SEL Perceptions: Participants acknowledged the need for allowing students to explore and talk about their emotions. Participants shared positive perceptions about the program outcomes but also concerns that SEL content is too abstract for young students. Results indicate that although teachers may perceive the need for SEL and have positive expectations about SEL programs, they clearly perceive barriers to its implementation (i.e., time, integration with core curriculum, abstract content) particularly considering the diverse population they serve. Teachers provided valuable insights into how to improve the program and deliver it considering their context and community. School-based SEL programs can meet the students' needs for SEL skills, reducing educational and mental health disparities within urban communities. It is essential to train and involve teachers



in the implementation planning to minimize barriers to delivering the program.

11:40 AM- 12:40 PM  
**Roundtables**

*Engaging Graduate Students in Advocacy through Mentorship: The Roles of Self-Advocacy, Self-Reflection, and Flexibility*

Horace Mann  
424

Jacklyn Rukaj, MA, Ed.S, College of Saint Elizabeth

Anthony Ferrer, M.A., College of Saint Elizabeth

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

*Neither Religious nor Spiritual: Implications for Death, Dying, and Bereavement*

Horace Mann  
431

Jacob S. Sawyer, Ph.D., Pennsylvania State University, Mont Alto

Melissa M. Ertl, M.S., University at Albany, SUNY



*Cross-Cultural Mentorship: The Graduate Student Perspective*

Horace Mann  
332

Suni Sharma, M.S., Montclair State University

Amanda Baden, Ph.D., Montclair State University

Renee Shand-Lubbers, M.A., Montclair State University

Dayeon Kwon, M.A., Montclair State University

Samantha Balducci, B.A., Montclair State University

**AREAS OF FOCUS:**

- Education/Teaching
- Intersectionality



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**DESCRIPTION:**

What do graduate students want in a mentorship relationship? This question and the challenges that accompany cross-cultural and multiracial relationships in graduate programs are key issues in the development of the next generation of scholars. In this roundtable presentation, four graduate students (two women of color and two white women) will discuss with a faculty member of color the needs and wants that they have for mentorship while attending master's and doctoral level training. The presenters are from a graduate program in counseling that focuses on issues of diversity and training future educators.

Using a lens of intersectionality theory, student development and mentorship will be explored. Themes and topics to be included in this roundtable discussion include: Mentorship, Cross-Cultural Mentorship Interactions, Barriers that students of color face in graduate study. The primary sub-theme of this roundtable will be the difference in graduate students' experiences based on graduate degree level, racial background, and ethnicity.

Students will develop an understanding of:

- Master's Level

Mentorship in the Counseling profession - what does it entail?

The impact of broaching race and culture between master's student and faculty

The impact of cross-cultural mentorship on professional identity

The impact of cross-cultural mentorship on beginning field work experiences

- Doctoral Level

Mentorship in Counselor Education - how does it differ?

What are the mentorship needs of a doctoral student of color that are different from those of a White peer?

The impact of broaching racial and cultural differences between doctoral student and faculty?

What would enhance my study and my career trajectory through cross-cultural mentorship?

How cross-cultural mentorship will help students to continue through doctoral work? Availability of opportunities?

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*Mentorship beyond the basics: The Holistic  
Multicultural Mentorship Model*

Horace Mann  
433

Olivia Snow, M.Ed., Teacher's College, Columbia  
University

KerriAnne Simone Maria Sejour, M.A., Ed.M.,  
MHC-LP, Ph.D., Therapy Brooklyn & Kip Therapy

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*How Can I Support You?: A Multiculturally  
Oriented Approach to Mentoring First  
Generation College Students*

Horace Mann  
438

Becca Graham, M.A., Ed.M., LMHC, Oklahoma  
State University

Megan Nelson, M.A., Oklahoma State University

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11:40 AM - 12:40 PM

**Symposia**

*Supervision and Mentorship for Community-  
Based Organizations: Infusing Psychology within  
the Community*

Thompson 136

Morgan Siegel, Ph.D., LMHC, Teachers College,  
Columbia University

Marie Miville, Ph.D., Teachers College, Columbia

Elizabeth Fraga, Ph.D., Teachers College,  
Columbia University

Narolyn Mendez, MA/EdM, Teachers College,  
Columbia University



1 CE Hour

*Uplifting as We Climb: Peer Mentors of Color  
Mentoring Each Other from Graduate School to  
Full Professor and Beyond*

Horace Mann  
147

**aretha marbley, PhD, LPC, LPC-S, NCC, Texas  
Tech**

**Fred Bonner, Ed.D.,** Prairie View A&M University

**Leon Rouson, Ph.D.,** Norfolk State University

**Stella Smith, Ph.D.,** Prairie View A&M University

**Deran Whitney, Ed.D.,** Shenandoah University

**AREAS OF FOCUS:**

- Education/Teaching
- Academic Outcomes
- Mentoring

**DESCRIPTION:**

Over the last 30 years, research has shown the invaluable benefits of mentoring for protégés and mentors (Burgstahler & Cronheim, 2001; Fries-Britt, & Kelly-Turner, 2005; Hansen & Matthews, 2002). Likewise, the research has shown that peer-mentoring programs are particularly beneficial for people of color and women. The value systems, culture, ethnicity, and behavioral patterns of people of color oftentimes conflict with those held by the university and majority students; they often express feelings of exclusion within the halls of academe. Finding individuals who share their culture and value systems can help their academic success.

There are several factors discussed in the literature regarding the paucity of students and faculty of color in PWIs such as negative labels, institutional commitment, institutional climate, academic support services, faculty attitudes, faculty expectations, and mentoring, (Turner & Myers, 2000). On the positive side, the literature indicates that mentors are crucial to the success of students of color (Rees & McLaughlin, 2019). The presenters use Bandura's (1977) social learning theory as a framework to discuss viable components of peer mentoring and to discuss the role peer mentoring has played in their professional success as African American

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educators in Predominantly White Institutions and Historically Black Colleges and Universities.

The presenters as administrators and educators, share their perceptions, experience, and narratives of their peer-mentoring journey from their earlier years as doctoral students through finding their first academic positions, to their respective tenure and promotion progressions, to full professor, endowed professor, dean, and school superintendent. The presenters use theory, statistics, and their narratives to show the importance of not only mentor/protégé mentoring, but also peer mentoring for students and faculty of color.

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12:40-1:30 PM

**LUNCH**

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

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1:30 - 3:30 PM

**Workshops**

*Leveling the Playing Field: Proactively Ensuring Access and Inclusion for Students with Disabilities*

Horace Mann  
138

Deanna Yadollahi, B.A., R.B.T., California State University, Fullerton

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1.5 CE Hours

***Empowered mentors empower mentees:  
Feminist-multicultural mentorship in theory and  
practice***

Horace Mann  
150

**David López Molina, M.A.**, Teachers College,  
Columbia University

**Melanie Brewster, Ph.D.**, Teachers College,  
Columbia University

**Riddhi Sandil, Ph.D.**, Teachers College, Columbia  
University

**Olivia Snow, B.S.**, Teachers College

**Natajah Roberts, B.A.**, Teachers College, Columbia  
University

**Taylor Orlandoni, B.A.**, Teachers College,  
Columbia University

**Elizabeth Glaeser, B.A.**, Teachers College,  
Columbia University

**James Goates, B.A.**, Teachers College, Columbia  
University

**Wei Motulsky, B.A.**, Teachers College, Columbia  
University

**Naya Herman, B.A.**, Teachers College, Columbia  
University

**AREAS OF FOCUS:**

- Academic Outcomes
- Multicultural Competencies
- Training in Supervision

**DESCRIPTION:**

While research has proven that having a mentor has positive, clear outcomes both in professional and academic settings (Atkinson, Casas & Neville, 1994; Dreher and Cox, 1996) and that mentoring is associated with positive outcomes for ethnic minority groups (Linnehan, 2001; Zimmerman, Bingenheimer, & Notaro, 2002), traditional models of mentoring have fallen short regarding the support of multicultural identities and minority groups. Specifically, many professionals operate under the notion that one mentorship model is universally applicable (Benishek et al, 2004). This idea can be problematic insofar as traditional mentorship





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models take a hierarchical and directive approach stemming from paternalistic systems that have historically placed White men in positions of power (Colley, 2000). Given the increasing diversity in academic institutions and workplaces, these mentoring models fail to address the needs of women, people of color, and other marginalized groups who have identified issues of power as a central challenge in developing productive mentoring relationships with their mentors (Benisheck et al., 2004; Fassinger, 1997, 2005).

In an effort to support and empower mentees from marginalized groups, mentors have struggled to find mentoring models that not only adequately address power dynamics, but also acknowledge multicultural differences between the mentor and mentee; this trend is well-documented in supervisory relationships (Arczynski & Morrow, 2017). Research has identified that the mentorship process can have a negative experience for both the mentor and mentee (Murrell, Crossby & Ely, 1999). In order to make the mentorship a beneficial experience for both the mentor and mentee, there is a need to implement different mentoring models that directly address the power dynamics within the relationship and aim to empower mentees from disenfranchised groups in navigating oppressive systems within institutions. In an effort to address this problem, Benishek (2004) has infused Fassinger's feminist mentorship model (1997) with multicultural principles to promote the acknowledgement and exploration of cultural differences for the benefit of a more authentic and equitable mentoring relationship. The goal of this workshop is to teach the Multicultural Feminist Model of Mentoring (MFM), which addresses the multicultural aspects of mentorship, while integrating social justice values (Neville, 2015), for use in academic, research, and clinical settings. This workshop will outline the foundations of the MFM model while also providing suggestions for its use in maximizing the success and development of mentors and mentees.



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1:30- 2:30 PM

**Papers**

***The Impact of Whiteness in the Clinical Training Environment***

Thompson 422

**Katharine Shaffer, Ph.D.**, University of Baltimore

**Jake Carlo, B.A.**, University of Baltimore

**Bernadette Pruitt, B.A.**, University of Baltimore

**Augusto Garcia, B.A.**, University of Baltimore

**Seamus McCanty, B.A.**, University of Baltimore

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***The Impact of Racial Identity and Racial Stress on African American Men's Career Self-Efficacy and Expectations of Success***

Thompson 229

**Nathaniel Wilkins**, Adler University

**Wuraola Sosina**, Adler University

**Juan Sandoval**, Adler University

**Breanna Baker**, Adler University

**Ruby Dienstag**, Adler University

**Rabiatu Barrie, Psy.D.**, Adler University

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1:30 - 2:30 PM

**Roundtables**

***Text-as-Mentor?: An Approach toward understanding the Developmental Potential of Text***

Horace Mann  
424

**Laronnda Thompson, Ph.D., M.A.**, University of Penn - Grad. School of Education

**Michael Nakkula, Ed.D.**, University of Penn - Grad. School of Education



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*A call for older adult competency in the field of  
counseling psychology* Horace Mann  
431

Abigail R Voelkner, B.A., Lehigh University

Eve Root, B.A., Lehigh University

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*Examining Cross-Racial Mentorship* Horace Mann  
332

Ebony White, Ph.D., LPC, NCC, ACS, Drexel  
University

Ally Mumma, Drexel University

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*Facilitating Difficult Dialogues Using Spider Web  
Discussions* Horace Mann  
433

Jessica Smedley, Ed.S., LPC, NCC, Montclair State  
University

MaryRose Kaplan, M.A., Montclair State  
University

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*The Cultivation of African-American Male  
Clinician: A Duo-Ethnographical Exploration of  
Clinical Mentor-Training* Horace Mann  
438

O'Shan D, Gadsden, Ph.D., Virginia Consortium  
Program in Clinical Psychology

Kenneth L. Ayers, Jr., MA, Virginia Consortium  
Program in Clinical Psychology

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*Navigating the Ivory Tower: Teaching,  
Mentoring & Support for Faculty* Horace Mann  
436

Matthew James Graziano, Ph.D., MSW, Seton  
Hall University

Rebecca Rangel Campón, Ph.D., M.A., Baruch  
College

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1:30 - 2:30 PM

**Symposia**

***Decolonizing Mentoring: Affirming Students of  
Minoritized Identities Through Recruitment,  
Training & Professional Socialization***

Horace Mann  
147

Malena Vinocur, Ph.D., Pace University

Carolina Franco, Ph.D.

Félix L. García del Castillo, Ph.D., Callen-Lorde  
Community Health Center

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***The Power of Developing and Maintaining a  
Culturally Responsive Learning Environment in  
Pk-12 School Settings and Beyond***

Thompson 136

Deran R. Whitney, Ed.D., Shenandoah University

Leon Rouson, Ph.D., Norfolk State University

aretha marbley, Ph.D., Texas Tech University

Fred Bonner, Ph.D., Prairie View A&M University

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2:40 PM - 3:40 PM

Papers



1 CE Hour\*

*"Teachers think the kids around here, don't really want to learn": Street-identified Black men and women's attitudes toward teachers, schools and learning*

Thompson 229

Nefetaria Yates, M.Ed., University of Delaware

Yasser Payne, Ph.D., University of Delaware

Ann Aviles, Ph.D., University of Delaware

**AREAS OF FOCUS:**

- Black People
- Education/Teaching

**DESCRIPTION:**

This paper chronicles the educational experiences and attitudes of street identified Black men and women in Wilmington, Delaware. Through a mixed methodological street participatory action research (Street PAR) design, fifteen local residents, formerly involved with the criminal justice system, were trained to collect and analyze data. Secondary analysis of this study's survey (N=520) and interview (N=48) data examined the following questions: (1) How do street identified Black men and women conceptualize their educational experiences? and (2) How are attitudes towards teachers and learning affected by gender and age? Thematic analysis uncovered the following themes: college preparation; negative student-teacher interaction; school suspensions and expulsions; school violence; and positive academic motivation. Ultimately, participants described schools as institutions designed to stifle and disempower students and the neighborhoods in which they reside. Findings strongly suggested school-related structural challenges led to severe interpersonal conflict between students and teachers and among students. Participants also argued students in volatile learning environments, partly established resilience through becoming disruptive in schools. Also, a methodological framework, is provided on how to organize students and residents around school-related concerns by way of a research-activism enterprise.

\*Not eligible for Social Work or LMHC CE.



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2:40 - 3:40 PM  
**Roundtables**

*"Am I cut out for this?": Gatekeeping and mentorship through a multicultural lens* Horace Mann 424

Melissa L. Whitson, Ph.D., University of New Haven

Marisela López, Ph.D., University of New Haven

Paul Bourgeois, Ph.D., CRC, NCC, University of New Haven

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*Different Shades: Intersection of Race, Ethnicity and Power Differential in Psychology Internship Supervision* Horace Mann 431

Aisha Zarb-Cousin, M.S., LPC-S, Duke University

Rebecca Hurst, Ph.D., Duke University

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*Mentoring undergraduate students of Color at PWI: Benefits, potential pitfalls, and future directions* Horace Mann 332

Michele M. Schlehofer, Ph.D., Salisbury University

Yuki Okubo, Ph.D., Salisbury University

Temika Carroll, Salisbury University

Ashley Olortegui, Salisbury University

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*Legal Socialization in Schools: How Educators Influence Student Attitudes about the Legal System* Horace Mann 433

Abril Harris, MSW, Boston College

Elsia Obus, M.S., Tulane University

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***Championing Equitable Access: Lessons from Practitioners & Educators on Advocacy within Multicultural Contexts***

Horace Mann  
438

**Kailee Kodama Muscente, EdM, B.A.**, Teachers College, Columbia University

**Cindy J Huang, M.A., B.A.**, Teachers College, Columbia University

**Miho Noh, B.S.**, Teacher's College, Columbia University

**Shiyu Tang, M.A., B.A.**, Teachers College, Columbia University

**Sylvie Wong, Ed.M., B.A.**, Teachers College, Columbia University

**Xintian Ge**, Teachers College, Columbia University

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***Outside of the Room Matters Too: Experiences Across Power and Identities in the Supervisor-Supervisee Relationship***

Horace Mann  
436

**Ammy Sena, MHC**, Bryant University

**Jonathan A. Sepulveda, MA**, Boston College

**Kahlil C. DuPerry, MA**, Boston College

**Kiara Manosalvas, MHC**, Teachers College, Columbia University



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2:40 - 3:40 PM

**Symposia**

***Navigating power, identity, and cultural awareness in clinical supervision***

Thompson 136

Deborah Wiese, Ph.D., Miami University

Lauren Evans Toben, Ph.D., Miami University  
Student Counseling Service

Pankhuri Aggarwal, M.A., Miami University

Anjali Jain, M.A., Miami University

Alex Nyquist, M.A., University of Minnesota  
Medical School

Prachi Bhuptani, M.A., Miami University

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4:00 PM – 5:00 PM  
**PLENARY SESSION:**



***Responsibility, Burden, and Accountability:  
Reflections on relation mentorship in psychology  
and education***

Cowin  
Auditorium (147  
Horace Mann)

Carmen Cruz, Psy.D., Texas Woman's University

Veronica Johnson, Ph.D., John Jay College of  
Criminal Justice

Yuki Okubo, Ph.D., Salisbury University

Riddhi Sandil, Ph.D., Teachers College, Columbia  
University

Thomas A. Parham, Ph.D, California State  
University

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5:00 PM

***WINTER ROUNDTABLE CLOSING AND  
RECEPTION***

Cowin  
Auditorium (147  
Horace Mann)

***Tea and Cookies***





## The 17th Annual Social Justice Action Award

MacArthur Award winner Lisa Delpit is the recently retired Felton G. Clark Professor of Education at Southern University in Baton Rouge, Louisiana.

The author of *Other People's Children* and "Multiplication Is for White People," and co-editor (with Joanne Kilgour Dowdy) of *The Skin That We Speak* (all published by The New Press), she lives in Baton Rouge, Louisiana. Dr. Delpit is editor of a new work, "Teaching When the World Is on Fire," which speaks to the contentious world today and the necessary conversations we all must have about it.

*We are very pleased to present Dr. Lisa Delpit with the 17<sup>th</sup> Annual Social Justice Action Award.*



## The 29<sup>th</sup> Annual Janet E. Helms Award for Mentoring and Scholarship

**Dr. Carmen Cruz** is a bilingual Licensed Psychologist and Diversity/Social Justice Consultant in the Denton/Dallas/Fort Worth area. She is currently Associate Director and Director of Training at Texas Woman's University Counseling & Psychological Services. Additionally, she provides private consultation and trainings for institutions, businesses, and individuals who aim to improve their perspectives and inclusion within their organizations. Dr. Cruz completed her undergraduate studies in Psychology and Criminal Justice at Florida International University in Miami, Florida and received her doctoral degree from the Center for Psychological Studies at Nova Southeastern University in Fort Lauderdale, Florida. She is a diversity and gender specialist, with particular specialty in LGBTQ populations and racial/ethnic minorities. Dr. Cruz's professional interests include social justice training, teaching/mentorship, the psychology of gender, identity issues, multicultural psychology, cultural/spiritual development, existential theory and the impact of the stigma of psychotherapy.

*We are very pleased to present Dr. Carmen Cruz with the 29<sup>th</sup> Annual Janet E. Helms Award for Mentoring and Scholarship.*



## CONFERENCE DIRECTORS

**Riddhi Sandil, PhD** is an Associate 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.

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 work towards systemic and social change.

**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 chief medical scribe in multiple emergency departments in NYC and is passionate about providing socially conscious care.

As Co-Coordinator of the 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

**Dr. Lisa Delpit** is a MacArthur Award winner and recently retired Felton G. Clark Professor of Education at Southern University in Baton Rouge, Louisiana. The author of *Other People's Children* and "Multiplication Is for White People," and co-editor (with Joanne Kilgour Dowdy) of *The Skin That We Speak* (all published by The New Press), she lives in Baton Rouge, Louisiana. Dr. Delpit is editor of a new work, "Teaching When the World Is on Fire," which speaks to the contentious world today and the necessary conversations we all must have about it.

**Dr. Sam Johnson** is a former chair of the Psychology Department at Baruch College, a counseling psychologist, and professor of Psychology. He sits on the President's Cabinet as the chair of the Baruch College Faculty Senate. His research and teaching interests are in culturally competent clinical training and applied psychological training for intercultural competence. His academic career spans over 40 years of service at many institutions, most recently at Teachers College Columbia University. While at Teachers College, Dr. Johnson pioneered multicultural curriculum development for professional psychologists at Columbia University. He is the founder of the Teachers College Winter Roundtable on Cross-Cultural Psychology and Education, the longest-running professional conference devoted to issues of diversity.

**Dr. Carmen Cruz** Dr. Cruz is a bilingual Licensed Psychologist and Diversity/Social Justice Consultant in the Denton/Dallas/Fort Worth area. She is currently Associate Director and Director of Training at Texas Woman's University Counseling & Psychological Services. Additionally, she provides private consultation and trainings for institutions, businesses, and individuals who aim to improve their perspectives and inclusion within their organizations. Dr. Cruz completed her undergraduate studies in Psychology and Criminal Justice at Florida International University in Miami, Florida and received her doctoral degree from the Center for Psychological Studies at Nova Southeastern University in Fort Lauderdale, Florida. She is a diversity and gender specialist, with particular specialty in LGBTQ populations and racial/ethnic minorities. Dr. Cruz's professional interests include social justice training, teaching/mentorship, the psychology of gender, identity issues, multicultural psychology, cultural/spiritual development, existential theory and the impact of the stigma of psychotherapy.



### **Special Plenary Session Panel:**

**Dr. Carmen Cruz** as above.

**Dr. Veronica Johnson** is a Counseling Psychologist by training and diversity consultant in New York City and surrounding areas. She is an Assistant Professor of Psychology at John Jay College of Criminal Justice, City University of New York instructing courses in forensic mental health counseling. Additionally, she provides consultation for individuals and groups in educational settings, with a focus on expanding diversity and inclusion. Dr. Johnson completed her undergraduate studies in Psychology at the University of Florida in Gainesville, FL. and received her doctoral degree from Teachers College, Columbia University in New York City. Her research interests include workplace racial discrimination, strengths-based clinical approaches with racial and ethnic minorities, barriers to the therapeutic alliance for marginalized client populations, and race-based trauma and its health correlates. Dr. Johnson also runs a private practice in Harlem, New York.

**Dr. Yuki Okubo** is a faculty at the Department of Psychology, Salisbury University. Her research interests are race dialogues, coping, mentoring of racial minority students, and cultural adjustment of immigrant and refugee populations. She, along with her colleague Dr. Schlehofer, has recently received a grant from APA Office of Ethnic Minority Affairs on Accelerated Mentoring Program (AMP), a comprehensive professional development program for racial minority psychology undergraduate students of Color.

**Dr. Thomas A. Parham** is a family man who resides in the Southern California area with his wife, Davida. Dr. Parham is the 11<sup>th</sup> president of California State University, Dominguez Hills (CSUDH), a highly diverse, metropolitan university primarily serving the South Central and South Bay areas of Los Angeles County. Dr. Parham previously served as vice chancellor of student affairs and an adjunct faculty member at the University of California, Irvine, where he had been since 1985. For the past 37-plus years, Dr. Parham has focused his research efforts in the area of psychological nigrescence and has authored or co-authored six books and 45-50 journal articles and book chapters. He has sustained a scholarly focus in the areas of racial identity development, African psychology and multicultural counseling. In addition to his duties as president, Dr. Parham remains an active member of the community contributing his talents in the areas of social advocacy, community uplift and youth empowerment. He is also a proud recipient of the Janet E. Helms Award for mentoring & scholarship in 2010.



## **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:**

Dr. Lisa Delpit and Dr. Carmen Cruz 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 37th 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,

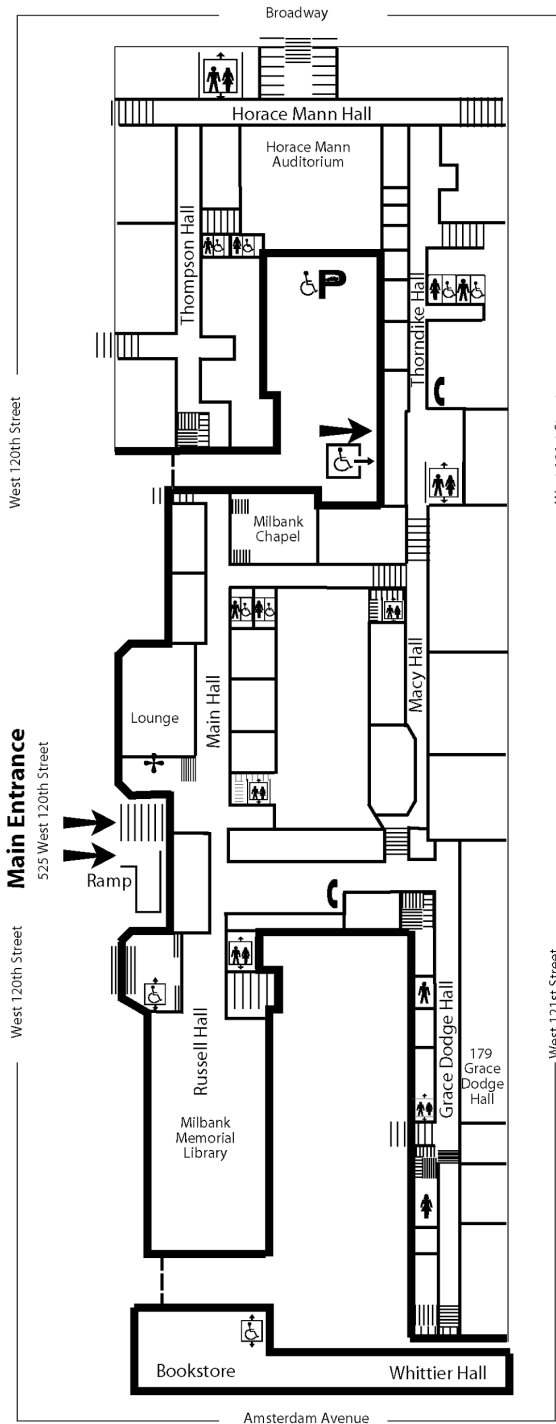
Greg Payton, Ph.D.  
Co-Director of the Winter Roundtable

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 =

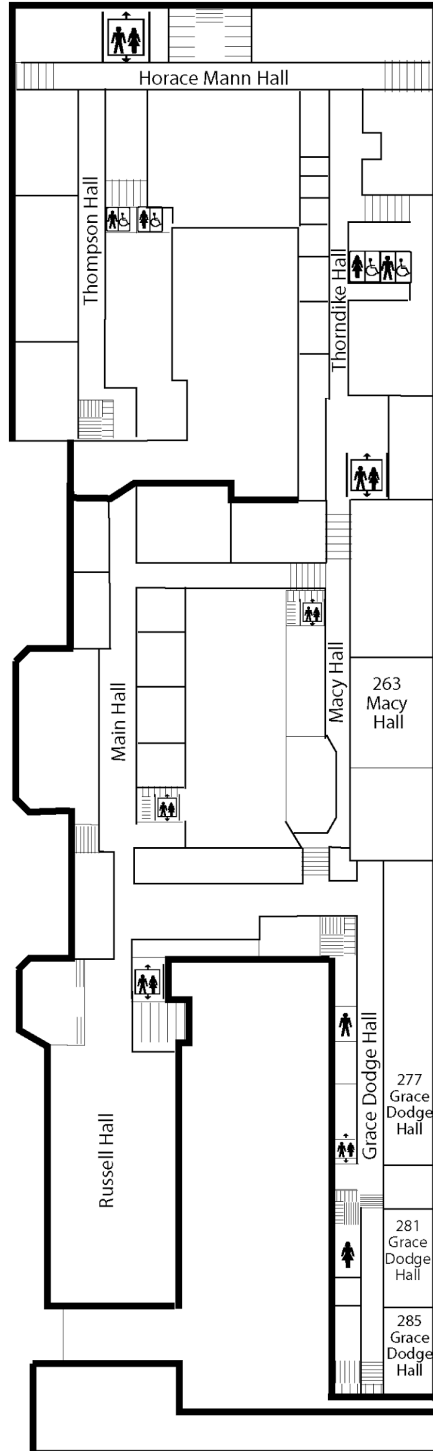
Telephone =

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 =