



# INTRODUCTION

## A Pandemic of Racism

Welcome to the 38th 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—a **Pandemic of Racism**— focuses our attention on the pernicious effects of systemic racism and COVID-19, both of which have caused great harm to communities of color over the past year. We gather to bear witness to these twin pandemics and discuss efforts within the disciplines of psychology, education, and social work to heal and advocate for Black, Indigenous, and People of Color (BIPOC) communities. The 2021 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 three-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), Make the Road (2019), and Lisa Delpit (2020). This year we honor **Roxane Gay** with the Social Justice Action Award.

The Janet E. Helms Award for Mentoring and Scholarship has been a Roundtable tradition for 30 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, Punky Heppner, Marie Miville, Arpana G. Inman, and Carmen Cruz. This year, we honor **Dr. Danice Brown** 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 Rudy Caba, Debbie Beaudry, Kira Lacks, Trish McNicholas, and the College Events team for their support for the 2021 Roundtable.

### **The Columbia University Bookstore**

- Special thanks to the Bookstore for organizing this year's Book Fair. Be sure to visit the Book Fair, linked on our website!

### **The Program Committee**

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

### **Outside Support**

- Thanks to Mumtaz Mustafa for her graphic design work on the Postcards and Call for Papers and to Brad Silk for his artwork.
- Thank you to Queer Anga for being our wellness collaborator for the 2021 conference.
- 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!



# a PANDEMIC of RACISM

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY

## 38th Annual

Winter Roundtable Conference  
*in Psychology and Education*

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

THURSDAY-SATURDAY  
FEBRUARY 25-27<sup>TH</sup> 2021



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[www.tc.edu/roundtable](http://www.tc.edu/roundtable)



# PROGRAM SCHEDULE

## Thursday, February 25, 2021

09:00 AM - 09:50 AM

### *Daily Yoga*

*Join WRT participants as we start the day with a centering yoga practice.*

### Wellness Activity

Jeremy Guttman

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10:00 AM - 12:00 PM

### *At The Intersection of Police Violence: Race and Disability*

Madeline Brodt, PhD, Oklahoma State University

### Workshops



1 hour CE

#### AREAS OF FOCUS:

- Ablesim
- Race/Racism

#### DESCRIPTION:

Created by Crenshaw, #SayHerName shed light on the female victims of police violence, indicating that an intersectional approach to police violence is necessary. This year #BlackDisabledLivesMatter was created to highlight that Black people with disabilities are one-third of the people who are murdered by police (Perry & Carter-Long, 2016). A key barrier to psychology taking greater action on the issue of police violence is that many psychologists have only a brief cursory understanding of racism and ableism as provided in a multicultural class. This workshop will focus on providing knowledge about white supremacy, ableism, and their intersections. A brief history of how White supremacy and ableism have been baked into the American police system since its initiation will be presented. A discussion regarding how this leads to police violence in the present day will also occur. Participants will be encouraged to think about their positionalities and how they can use their privilege to create greater change. This interactive workshop aims to initiate a discussion about practical ways that participants can take action on this important issue, including personal work, activism, and systems-level advocacy. To acknowledge my positionality in facilitating this workshop, I am a White cisgender queer disabled woman who has American citizenship and holds educational and economic privilege.

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### *Facilitate to Liberate: Racial Justice Tools & Anti-Racist Pedagogy*

Zahra Ahmed, Teachers College, Columbia University

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### *Representation Matters: Using Media to Train Psychology Graduate Students in Racial Justice & LGBTQ+ Issues*



**GREGORY CANILLAS, PhD, SOUL 2 SOUL/THE CHICAGO  
SCHOOL OF PROFESSIONAL PSYCHOLOGY**

**COREY EMANUEL, PhD, COREY EMANUEL OMNIMEDIA**

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10:00 AM - 11:00 AM

***A conversation about anti-racist approaches to student webcam requirements in online courses***

**Roundtables**



1 hour CE  
CTLE only

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

**Dawn Shedrick, LCSW-R, Columbia University School of Social Work**

**Amelia Ortega, LCSW, TCYM, Columbia University School of Social Work**

**AREAS OF FOCUS:**

- Education/Teaching
- Oppression

**DESCRIPTION:**

General theme: This roundtable discussion will be a conversation about anti-racist, inclusive approaches to student webcam requirements in online courses. The presenters are experienced online instructors, and will ask discussion questions around the four subthemes, as well as share experiences and tips as part of the conversation. By the end of the interactive conversation, participants should have had the opportunity to share their thoughts, ask questions, consider different perspectives, and learn from each other.

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***Addressing gender identity in integrated behavioral health contexts.***

**Tyler Kane, MS, Oklahoma State University**

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***Paving a Path to Healing: Exploring the Impact of Intergenerational Trauma on Academic Mentorship Between People of Color***

**Silvia Re, MS, LMHC, Seton Hall University**

**Shruthi Jayashankar, MA, Seton Hall University**

**SimonLeigh Miller, MA, Seton Hall University**

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10:00 AM - 11:00 AM

***Diagnosis Disparities in the African American Community Increased Trauma and Stigma for African American People: Implications for counseling practice***



## Papers



1 hour CE

**Jahaan Abdullah, EdD, NCC, LPC, Chicago State University**

**Sonia Alexis, EdD, LMHC, LCMHCS, LCAS, University of Phoenix**

### AREAS OF FOCUS:

- Black People
- Community-Based Practice

### DESCRIPTION:

Mental health is a fundamental aspect of life for all people. The state of mental health and the stigma of mental illness is widely discussed in the United States in current times, due to this mental health has seen an increase in political attention. Research demonstrates disproportionate diagnoses of psychiatric disorders and mental health diagnoses for African American people. African Americans are three to four times more likely to receive a psychotic disorder diagnosis than Caucasian Americans (Schwartz & Blankenship, 2014). Mental health practitioners must have an awareness of the disparity in diagnosis for African Americans and the disparities in treatment for this population in order to provide efficient evidenced based care. Further, there is a need for mental health professionals to be aware of the lack of research regarding this subject matter across mental health disciplines. Although many who identify as a person of color experience increased amounts of trauma as a result of symptoms of their mental health diagnoses, there are increased levels of trauma, rejection, lack of understanding and emotional harm for the African diaspora due to the intersections of race and mental health. Presenters in this session will discuss the lack of research for the African diaspora, disparities in mental health diagnosis for African American people, and statistics on the disparity of diagnoses for this population. Further, the need for increased research and scholarship regarding people within African diaspora will be discussed to inform counselor practice around the world. For people within the African diaspora will be discussed.

***Beyond the nurses and doctors: A structural racism perspective on mental health support for overlooked frontline service workers during the COVID-19 pandemic***

**Shelby Adler, BA, PRIME Center for Health Equity/Albert Einstein College of Medicine**

**Sriya Bhattacharyya, PhD, PRIME Center for Health Equity/Albert Einstein College of Medicine**



1 hour CE

***Presenting a Biopsychosocial Model of Gendered Racism and Black Women's Health***

**Jioni Lewis, PhD, University of Maryland, College Park**

### AREAS OF FOCUS:

- Black People
- Women



**DESCRIPTION:**

Although Black women often experience the intersections of racism and sexism in their daily lives, much of the research has tended to focus on separating and teasing apart these experiences. It is important to apply Black feminist (Collins, 2000) and intersectionality theory (Crenshaw, 1989) to better understand oppression experienced by Black women. Thus, the purpose of this presentation is to apply intersectionality and Black feminist theoretical frameworks to the experience of gendered racism (i.e., simultaneous experience of racism and sexism) as a way to center Black women and decolonize research and practice with this multiply marginalized population. This presentation will highlight the development of a biopsychosocial model of gendered racism. Then, this presentation will discuss findings from a series of qualitative and quantitative research studies on gendered racism experienced by Black women as a way to highlight the impact of gendered racism on the health and well-being of Black women. In addition, this presentation will highlight the potential for Black feminist research to inform clinical practice and social justice advocacy.

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11:00 AM - 12:00 PM

***Chinese Transracial Adoptees' Experiences of Racism and Alienation During the COVID-19 Pandemic***

**Roundtables**

Hannah Wing, MEd, Fordham University

Jennie Park-Taylor, PhD, Fordham University

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***Why Hast Thou Forsaken Me?: The Experiences of BIPOC in Academia***

Norissa Williams, MSW, PhD, NYU

Taymy Caso, PhD, University of Minnesota Medical School

Maria Michelle Vardanian, BA, NYU

Frandelia Moore, PsyD, NYU

Tania Chowdhury, MA, MPhil, NYU

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11:00 AM - 12:00 PM

***Combatting Racism through CBPR: Engaging Kids, Caregivers, and Communities in Advocacy -Reflections with the West Grove***

**Symposia**

Alexis Franklin, BA, University of Miami

Marisol Meyer, BA, University of Miami

Ceewin Louder, BS, University of Miami





*The Community-Based Participatory Research Model and the Patient-Centered Culturally Sensitive Health Care Research Model for Addressing Anti-Black Racism in Research*

Kirsten Klein, MA, University of Florida

Meagan Henry, MA, University of Florida

Carolyn Tucker, MA, University of Florida

Paula Scott, University of Florida

11:00 AM - 12:00 PM

*Black Space and the Effects of Belonging: The Black Student Union House at Florida State University*

**Papers**

Serena Bradshaw, BS, Howard University

12:00 PM - 12:50 PM

*Meditation & Stretch*

*Take a break and breathe. Join us for a midday meditation and stretch.*

**Wellness Activity**

Jase Cannon

12:00 PM - 02:00 PM

*Taking back the narrative: A critical analysis of the strong Black woman narrative in 2020*

**Workshops**



2 hours CE

Olivia Snow, MA, MEd, LMHC-LP, Teachers College, Columbia University

Naya Herman, BA, Teachers College, Columbia University

David Lopez- Molina, MA, Teachers College, Columbia University

Wei Motulsky, MA, Teachers College, Columbia University

Taylor Orlandoni, MA, MEd, LMHC-LP, Teachers College, Columbia University

Nat Roberts, BA, Teachers College, Columbia University

Melanie Brewster, PhD, Teachers College, Columbia University

**AREAS OF FOCUS:**

- Black People
- Oppression

**DESCRIPTION:**

The Strong Black Woman (SBW) narrative--an archetype that ascribes stereotypical behavioral and cognitive characteristics to Black women, such as invulnerability, anchored by religion, self-



sacrifice, and perseverance--has served as a tool for survival and resilience in Black women's struggles against White Supremacy, misogyny, and other forces of oppression (Abrams et al., 2014; Donovan & West, 2014; Watson & Hunter, 2015, Woods-Giscombé, 2010). Examples of individuals who embody the SBW narrative have proliferated in the media including: Stacy Abrahms, Jari Jones, Kimberly Jones, and Megan Thee Stallion. Beyond resilience, there are harmful correlates of the SBW narrative, for example, in chronic states of hypo- or hyper-emotional arousal, and sees those traits as responses to the intersectional stressors (e.g. racism and sexism) that Black women experience. These characteristics become internalized to the point of being engrained in Black women's identity formation, posing both benefits and consequences on their mental and physical well-being (Abrams et al., 2014; Watson & Hunter, 2015). Scholarship has identified pervasive historical stereotypes: The Mammy, the Jezebel, the Sapphire (Nelson et al., 2016). These problematic archetypes reinforce and produce distorted, grotesque caricatures embedded with gendered, racist connotations. Moreover, these stereotypes influence how society views and treats Black women, and how Black women ultimately define themselves (Prather, 2008).

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***Our History, Our Liberation: Using Black History Knowledge to combat anti-Black racism***

**Shawntell Pace, MEd**, University of Georgia

**Jatawn Tickles, MA**, University of Georgia

**Ecclesia Savage, MA**, The University of Georgia

**Tanisha Pelham, MS**, The University of Georgia

**Jasmine McCalla, BA**, The University of Georgia

**Collette Chapman-Hilliard, PhD**, The University of Georgia

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12:00 PM - 01:00 PM

**Roundtables**



1 hour CE

***Call to Action, Call to Connection: Anti-Racism Allies, Collaborators and Co-conspirators***

**Rebecca Toporek, PhD**, San Francisco State University

**Amy Reynolds, PhD**, University at Buffalo

**AREAS OF FOCUS:**

- Race/Racism
- Social Justice



**DESCRIPTION:**

The pandemic of racism impacts everyone in different ways whether as a target, as a bystander, or as a perpetrator. Our experience of racism and our response is shaped by our position. This workshop focuses on the role that non targets play to confront racism as allies, collaborators, disruptors, and co-conspirators. We will explore the complexity of these roles, particularly in relation to anti-Black racism, including the necessity and harmful effects. The workshop is designed to engage participants in deconstructing these roles and then reconstructing them, as well as crafting personally meaningful action plans toward more constructive and culturally relevant ally, collaborator and co-conspirator roles.

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***Microaggressions In Academia and Work Spaces***

Yasmin Parris, AA, BA, John Jay College of Criminal justice

Nadia Floyd, BA, New York University

Rukiya King, MA, BA, John Jay College of Criminal Justice, CUNY

Gina Sissoko, MA, BA, John Jay College of Criminal Justice

Emerson Tejada, AS, John Jay College of Criminal Justice, CUNY

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***US Immigration Policy amidst the Pandemic of Racism***

Gitika Talwar, PhD, University of Washington

Brian Keum, PhD, University of California Los Angeles

Shaznin Daruwalla, PsyD, Oregon State University

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12:00 PM – 01:00 PM

**Papers**

***New Episode in the Long History of Racializing Disease: Anti-Asian Violence Amid COVID-19***

Sohyun An, PhD, Kennesaw State University

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***We are (still) ambivalent about racism: Findings from an adapted ambiguous situation task assessing implicit racial bias.***

Marisol Meyer, BA, University of Miami

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01:00 PM - 02:00 PM

**Roundtables**

***It's the Pandemic for me!: An intersectional discussion about the impact of the COVID-19 pandemic on Black psychologists in training, with consideration to race, gender, and class.***

Monica Johnson, PhD, Princeton University

Kehinde Oladele, MHC, University at Buffalo

Angela Johnson, BS, East Carolina University



Courtney Copeland, MS, University at Buffalo

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***"Yes, I'm Black, Yes, I Belong Here": Being Black in a predominantly White organization***

Elizabeth Ross, MBA, Pellissippi State Community College

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***Bicultural Asian Americans, COVID-19, and the Model Minority Myth***

Jacqueline Yang, BS, Teachers College, Columbia University

Emily Hunt, EdM, MA, Teachers College, Columbia University

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***NY Students and ECPs of Color Unite!***

Jacks Cheng, PhD, EdM, New York State Psychological Association

Danielle Waldron, PhD, New York State Psychological Association

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01:00 PM - 02:00 PM

**Symposia**

***Do Division-wide Equity/Diversity Leadership Roles Make a Difference in Schools?***

Deran Whitney, EdD, Shenandoah University

Leon Rouson, PhD, Norfolk State University

aretha marbley, PhD, Texas Tech University

Fred Bonner, EdD, Prairie View A&M University

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01:00 PM - 02:00 PM

**Papers**

***Community posttraumatic growth: Examining the effects of protesting on individual and community healing.***

Erica Merrill, PhD, LPCC, University of New Mexico

Ivette Acevedo Watherholtz, MA, LPCC, NCC, University of New Mexico



1 hour CE

**AREAS OF FOCUS:**

- Community Wellness
- Activism



**DESCRIPTION:**

Research has shown that negative psychological consequences can result from highly stressful experiences (Tedeschi & Calhoun, 1996). The concept of making meaning and undergoing positive change, in spite of intense, life-altering crisis, is called Posttraumatic Growth (PTG) (Tedeschi & Calhoun, 2004). In this presentation, we will explore a brief history of PTG and its implications within multiple settings. Finally, this presentation will examine an ongoing phenomenological study, utilizing participant observation and interview to explore the experience of PTG within multiple communities that have engaged in protesting, to further understand the process of healing, positive change and making meaning out of crisis.

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02:00 PM - 03:00 PM



**KEYNOTE SESSION**

**Danice Brown, PhD**

*The recipient for the 2021 Janet E. Helms Award for Mentoring and Scholarship.*

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03:00 PM - 04:00 PM

**Roundtables**

***"A Day in a Week in a Month, in a Year of Covid-19 & Pandemic of Racism & Discrimination... Still Serving Community Needs"***

Matthew Mock, PhD, John F. Kennedy University

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***The Convo: Two Friends—One Black, One White—Confront the Racism Between Them***

Haig Chahinian, EdM, MA, Chahinian Career Services

Keisha Lawrence, EdM, MA, Bronx Leadership Academy

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***Graduate Student Advocacy: Anti-Racism Practices in Psychology & Education***

Elyse Frank, MA, Teachers College, Columbia University

Kayla Parr, BA, Teachers College, Columbia University

Elle Phansalkar, BA, Teachers College, Columbia University

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***Tending to The Triple Burden of Activists using Creativity: Caring for Ourselves, Our Communities, and Our Colleagues During COVID-19***

Ellen Park, Center for Health Equity at Albert Einstein College of Medicine

Janet Namkung, BA, Asians\* in Focus

Allyson Goto, BA, Jefferson County Public Health



Jennifer Nguyen, LMHCA, NCC, Seattle Children's Hospital

Sriya Bhattacharyya, PhD, Center for Health Equity at Albert Einstein College of Medicine

DJ Ida, PhD, National Asian American Pacific Islander Mental Health Association

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03:00 PM - 04:00 PM

## Symposia



1 hour CE

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### *The Tick Tock of the P&T Clock: Peer Mentoring as a Source of Empowerment and Resiliency during Pandemics of Racism*

aretha marbley, PhD, Texas Tech University

Fred Bonner, EdD, Prairie View A&M University

Leon Rouson, PhD, Norfolk State University

Deran Whitney, EdD, Shenandoah University

#### AREAS OF FOCUS:

- Race/Racism
- Mental Health

#### DESCRIPTION:

Abstract: "A peer mentor is that person who is willing to go there (with you), do that (with you), and learn from the experiences engendered by these processes." Racism as a multifactorial causation mechanism that has harms African Americans and other people of color in nearly every facet and area of their lives—including academia. This historical and insidious quality of racism qualifies racism as a pandemic. Meaning, racism is a prevalent disease the extends over our country and the world—and it permeates the academy. In fact, academia is a hostile, cold and chilly, unwelcome, and unaccepting environment for many students and faculty of color. Nonetheless, overwhelmingly, studies confirm that good mentoring is one of the best indicators of success for people of color in academia.

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### *Anti-Blackness, Intersectionality and Acculturation: Quantitative, qualitative, and clinical perspectives*

Daniel Gaztambide, PsyD, New School

Lillian Polanco-Roman, PhD, New School

Andrea Hernandez Vega, MA, New School

Edlyane Medina Escobar, MA, New School

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### *The Hard Truths of the Second Silent Pandemic*

Janee Henderson, MEd, University of Missouri-Kansas City



Britney Gullede, MS, Howard University

Erika Byers, PhD, BCBA-D, Teamwork Healthcare

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03:00 PM – 04:00 PM

***A Qualitative Study of The Efficacy of Microintervention Response Strategies***

**Papers**

Vicky Ho, Teachers College, Columbia University

Noelle Santelli-Snyder, BA, Teachers College, Columbia University

Tyner Gordon, Teachers College, Columbia University

Sarah Alsaidi, MPhil, MA, EdM, Teachers College, Columbia University



1 hour CE

***Culturally Informed Counseling with Incarcerated Individuals***

Eman Tadros, PhD, Governors State University

**AREAS OF FOCUS:**

- Multicultural Competencies
- Criminalization

**DESCRIPTION:**

By 2016's end, there were 2,162,400 adults incarcerated in the USA with a disproportionate number of those being from racially minoritized groups. Disparities in mental health care are evident and lack of experience in working with diverse populations can lead counselors to develop inaccurate case conceptualizations and provide ineffective treatment. The purpose of this paper is to advocate for culturally competent counseling with incarcerated individuals and their families. Culturally responsive counseling for those who are incarcerated is not often discussed in the literature. Clinical implications for counselors working in incarcerated settings are introduced to affirm the importance of being culturally responsive.

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04:00 PM – 05:00 PM

***WINTER ROUNDTABLE STUDENT POSTER SESSIONS***

***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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04:00 PM - 04:20 PM ***Coughing While Asian: Expectations & Experiences of Anti-Asian Discrimination During COVID-19***

Kristina Arevalo, BS, CUNY Brooklyn College

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***Increasing African American Engagement in Therapy: Effects of a Cultural Clinical Philosophy Statement***

Kobi Chng, BA, John Jay College of Criminal Justice

Veronica Johnson, PhD, John Jay College of Criminal Justice

Kellie Courtney, BA, John Jay College of Criminal Justice

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***How Sexual Assault Characteristics Affect Wellness Outcomes in Survivors of Color and White Survivors***

Kathryn Rhoades, BA, University of Illinois at Urbana-Champaign

Robyn Gobin, PhD, University of Illinois at Urbana-Champaign

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04:20 PM - 04:40 PM ***Public and Private Regard for Racial Identity and Relationship with Law Enforcement***

Mina Dailami, Palo Alto University

Saadia Elahi, BA, Northwestern University

Alizah Ali, Boston University

Osman Umarji, PhD, Yaqeen Institute for Islamic Research

Rania Awaad, MD, Stanford University

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***Black Disability vs. White Disability: Race Moderates Reductions in Perceived Competence and Career Potential in Women With Disability***

Catherine Hu, BS, New York University

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***Police Officer Interactions and Institutional Betrayal Among Black Americans***

Constance Rose, MA, MS, Palo Alto University

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***Racism and its Effects on Childhood Experiences (ACEs)***





04:40 PM - 05:00 PM

Serena Bradshaw, BS, Howard University

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***Checking our blind spots: Race, ethnicity and culture in the science education literature***

Cole Entress, MAT, Teachers College - Columbia University

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***There goes the neighborhood: The alleged inverse relationship between Latinx representation and academic prestige among Hispanic-Serving Institutions***

Brandi Loving, BA, Indiana University - Bloomington

Mary Margaret Walls, BA, St. Mary's University

Bridget Horta, St. Mary's University

Rick Sperling, PhD, St. Mary's University

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***Examining Afro-cultural Values in African American Women with Childhood Sexual Abuse History: Its Relationship with Therapeutic Outcomes***

Bibi Subhan, MA, John Jay College of Criminal Justice

Veronica Johnson, PhD, John Jay College of Criminal Justice

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04:00 PM - 04:50 PM

***Daily Yoga***

*Unwind from a day of staring at your screens. Join us for yoga practice.*

**Wellness Activity**

Randy Aaron

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05:00 PM - 06:00 PM

*We invite you to join us and your fellow attendees at our coffee hour affinity groups.*

**Coffee Hour**

*First Generation*

*BIPOC*

*Queer Group*

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06:00 PM - 06:50 PM

***Meditation and Writing Workshop***

*Join WRT participants after a busy day to unwind through a group meditative writing practice with Jess Hinds. Registration is limited.*

**Wellness Activity**

*Jess Hinds*

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**Friday, February 26, 2021**



09:00 AM - 09:50 AM

**Daily Yoga**

*Join WRT participants as we start the day with a centering yoga practice.*

**Wellness Activity**

Valerie Verdier

10:00 AM - 01:00 PM

**Addressing racism in the classroom: actionable steps for self-reflection, repair, and professional growth**

**Workshops**

Hannah Lord, PsyD, Smith College: Campus School and Department of Education



3 hours CE

**Collective care for intersecting identities: the struggle for liberatory practice in the face of systematic and internalized oppression.**

Dareen Basma, PhD, LPC, Carnegie Mellon University

Mengchun Chiang, PhD, Carnegie Mellon University

Kym Jordan Simmons, PhD, Carnegie Mellon University

Shubhara Bhattacharjee, PsyD, Carnegie Mellon University

Sara Mark, LPC, Carnegie Mellon University

**AREAS OF FOCUS:**

- Community Wellness
- Intersectionality

**DESCRIPTION:**

Sustainable self-care through and beyond systemic and internalized oppression highlights the need for internal restoration and external reparation. Discussion about self-care often addresses individual problems, with little mention to the structural and institutional influences that prevent wellness from taking place. Specifically, ways in which oppression, historical trauma and violence affect communities, bodies, minds and spirits. This workshop aims to transform the habitual thinking about self-care in three ways. First, this workshop redefines self-care to center the nuanced experiences of intersectional identities. Second, it underscores the necessity of self-care by identifying characteristics of white supremacy culture (Jones & Okun, 2001), and pinpoints how these characteristics contribute to the psychological burnout experienced by clinicians. Third, it seeks to challenge the ways oppression affects work/life balance, by focusing on collective care for humanity through and beyond the COVID-19 global pandemic.

10:00 AM - 12:00 PM

**Stop the Food Abuse: How Should We Respond to the Pandemic of Toxic Food-Related Deaths in the BIPOC Community? Should Teachers Be Food Role Models?**



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## Workshops

Elaine, Perlman, MA, Teachers College

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10:00 AM - 11:00 AM

*Fostering Counselor Development during a Pandemic by using a Social Justice Lens in Supervision*

## Roundtables

Candice Crawford, PhD, LMHC, Molloy College

Dawn Lang, BA, Molloy College

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*Struggles & Strategies in Working with Community Youth over Zoom*

Jak'Quan Jackson, Salisbury University

Allyson Rivera, Salisbury University

Soleil Darbouze, Salisbury University

Gisselle Canales, Salisbury University

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*Obliterating Achievement Gaps: The racist policy & language of standardized assessments*

Hal Schmeisser, East Prairie School District 73

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*The Pandemic of Racism Training a New Generation of Responders: A Graduate Specialization in Racism/Antiracism*

Jameca Woody Cooper, PhD, MA, Webster University

Keisha Ross, PhD, MA, Saint Louis VA Hospital

Courtney LeCompte, MA, Webster University

Tierra Metcalfe, BA, Webster University

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*How to effectively mentor international students in clinical and counseling psychology programs? - Solutions in the era of racism*



1 hour CE

Pankhuri Aggarwal, MA, Miami University

Deborah Wiese, PhD, Miami University

Prachi Bhuptani, MA, Miami University

Vaishali Raval, PhD, Miami University

### AREAS OF FOCUS:

- Immigration
  - Racial/Ethnic Minorities
-



- International Students

**DESCRIPTION:**

Globally, there is a growing movement towards internationalization of higher education (Hudzik, 2011). Similar to other educational hubs around the world, the United States (U.S.) has consistently been a popular destination for international students enrolling in masters and doctoral level programs (Institute of International Education, 2013). Although international students report a number of benefits of studying abroad such as gaining research and clinical experiences and developing multicultural competencies (Peterson, Briggs, Dreasher, Horner, & Nelson, 1999), this path is not always easy. Some common challenges faced by international students include language difficulties, academic concerns, financial problems, discrimination, homesickness, isolation, cultural shock, and acculturative stress (Inman, Joeng, & Mori, 2008; Lee, Wong, & Alvarez, 2009; Popadiuk & Arthur, 2004). In addition to challenges encountered by the larger body of international students, those enrolled in clinical psychology graduate programs face additional challenges that are unique to their field of study (e.g., implicit values inherent in the profession that are based in White middle-class worldviews regarding professionalism and appropriate social conduct, differing cultural values with clients and supervisors, legal restrictions related to clinical practice in the U.S.). Despite these challenges, there continues to be a dearth of literature on effective mentoring and supervisory practices for working with international students. Additionally, due to lack of formal training in mentoring and supervision of international students, mentors often find it difficult to meet the unique needs of these students. Ineffective mentoring and supervision of international students can have negative implications for their academic productivity, self-efficacy, and overall satisfaction and well-being (Hollingsworth & Fassinger, 2002; Tenenbaum, Crosby, & Gliner, 2001).

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10:00 AM - 11:00 AM	<p><b><i>Fighting for Where You Belong: How Identity Shapes Activism Led by Latinas</i></b></p> <p><b>Symposia</b></p> <p>Ashley Ortiz, MA, Howard University</p> <p>Temple Price, MA, Howard University</p> <p>Gizelle Carr, PhD, Howard University</p>
11:00 AM - 12:00 PM	<p><b><i>"Protests, Pandemics, and Presidential Elections (Oh My)": Considering Undergraduate Wellbeing Through An Intersectional Lens</i></b></p> <p><b>Roundtables</b></p> <p>Maureen Fleming, MPhilEd, University of Oregon</p> <p>Lindsey Romero, BA, University of Oregon</p> <p>Samantha Martínez, MPhilEd, MEd, University of Oregon</p> <p>Yahaira Garcia, BA, University of Oregon</p>
<hr/> <p><b><i>Black and in-between: Black gender roles according to non-binary individuals</i></b></p> <hr/>	



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Stella Jendrzewski, BS, Teachers College

Nat Roberts, BA, Teachers College

Sunanda Jalote, BA, PGD, MA, Teachers College

Niko Vehabovic, BA, Teachers College

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***Chinese Han International Students' Racial Identity Schemas in China and their Racial Coping with Anti-Asian Racism During the Pandemic***

Lianzhe Zheng, MEd, Boston College

Ge Xu, MA, Boston College

Janet Helms, PhD, Boston College

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11:00 AM - 12:00 PM ***Invisible Victims: Clinical and Social Justice Implications of Women's Mass Incarceration for Counseling Psychologists***

**Symposia**

Shanna Smith, MA, Howard University

Angela Ferguson, PhD, Howard University

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12:00 PM - 12:50 PM ***Meditation & Stretch***  
*Take a break and breathe. Join us for a midday meditation and stretch.*

**Wellness Activity**

Frantz Hall

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12:00 PM - 02:00 PM ***Racial Literacy for Social Justice Warriors***

**Workshops**

Shamm Petros, MEd, MPhilEd, University of Pennsylvania

Morgan Reid, MEd, University of Pennsylvania

Gabbie Lipson, MEd, University of Pennsylvania

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12:00 PM - 01:00 PM ***Experience, Reflection, & Action: Raising Racial, Environmental, and Social Justice Awareness in Predominantly White Higher Education Settings***

**Roundtables**

Christopher Ceccolini, MA, Boston College

Laura Gonzalez, MA, Boston College

Lianzhe Zheng, MEd, Boston College

Julia DeVoy, PhD, MBA, MTS Boston College

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***Holding Space for Womxn of Color Support Group: Radical Hope, Collective Strengths, and Authenticity***

Yunkyong Garrison, PhD, Bates College

Sean Vaz, Bates College

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***Experiences of Undergraduate Students of Color in the Accelerated Mentoring Program***

Sebastian Mantilla, Salisbury University

Isaiah Myers, Salisbury University

JaNyà Odom, Salisbury University

Yuki Okubo, PhD, Salisbury University

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***"Women belong in all places where decisions are made": Women\* Leaders & their Roles in Changing Times***

Katrina Struloeff, MA, Drexel University School of Education

Christopher Fornaro, MS, Drexel University School of Education

Kimberly Sterin, MAT, Drexel University School of Education

Alonzo Flowers, III, PhD, Drexel University School of Education

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***Impact of the Global Pandemic on Marginalized Communities***

Aysegul Yucel, MA, EdM, American Hospital, Istanbul, Turkey

Taymy Caso, PhD, University of Minnesota Medical Center

Kyoko Toyama, PhD, LaGuardia Community College, City University of New York

Lisa Suzuki, PhD, New York University

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12:00 PM - 01:00 PM

**Symposia**

***Title: Social Cohesion and COVID-19: A Strategic Approach to Reducing Mental Health Consequences Among Ethnic Minorities***

Rylan Rosario, MA, Howard University

Amber Williams, MSW, Howard University

Shanna Smith, MA, Howard University

Angela Ferguson, PhD, Howard University



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01:00 PM - 03:00 PM

***The Power of Storytelling for Dreamers & Undocumented Citizens in America's K-20 Classrooms***

**Workshops**



2 hours CE

**Judy Yu, EdD**, Queens College, CUNY

**Jose Antonio Vargas, BA**, Define American

**Adrian Escarate, MA**, Define American

**Roberto G. Gonzales, PhD**, Harvard University, Graduate School of Education

**Sara Yadgarov**, Queens College, CUNY

**Wriel Santos**, Queens College, CUNY

**Ahmad Zeidieh**, Queens College, CUNY

**Maria Sultana**, Queens College, CUNY

**Valeria Rodriguez, BA**, Define American

**AREAS OF FOCUS:**

- Education/Teaching
- Immigration

**DESCRIPTION:**

This special event features both a panel discussion and a teach-in workshop led by undocumented citizens, Dreamers, college professors, immigrant advocates, and aspiring English teachers. In this workshop, we utilize storytelling, educational research, and clinical field experience to reveal the untold stories, struggles, and resiliency of what it means to be an undocumented immigrant, a Dreamer, and an American in K-20 schools today.



2 hours CE

***Everyday Advocacy: Creating a Personalized Advocacy Plan***

**Penelope Asay, PhD, ABPP**, Marian University

**Noelany Pelc, PhD**, Marian University

**Michael Slavkin, PhD**, Marian University

**AREAS OF FOCUS:**

- Activism
  - Psychology/Counseling
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**DESCRIPTION:**

Recent scholarship and practice have identified advocacy as an essential element of counseling work, professional psychological practice, and a major role within educational systems, as well as the health benefits of engaging in meaningful activity such as activism (Klar & Kasser, 2009; Kosan & Blustein, 2018). As professionals operating in and interfacing with individuals and systems that are unjust and oppressive to varying degrees, it is essential that students and professionals learn the skills to speak truth to power and amplify those marginalized voices they serve. We believe an understanding of the diverse ways to embrace the role of advocate and ways of advocating for justice will provide an avenue for people to engage and make advocacy and activism a regular habit.

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***Decolonizing Professional Ethics & Guidelines***

**Maya Williams, MA, EdM**, University of Missouri - Columbia

**Nasitta Keita, BA**, University of Missouri – Columbia

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***An Actionable Approach Towards Anti-Racist Mentorship***



2 hours CE

**Taylor Orlandoni, EdM, MHC-LP**, Teachers College, Columbia University

**David Lopez, MA**, Teachers College, Columbia University

**Naya Herman**, Teachers College, Columbia University

**Olivia Snow, EdM**, Teachers College, Columbia University

**Wei Motulsky, MA**, Teachers College, Columbia University

**Riddhi Sandil, PhD**, Teachers College, Columbia University

**Melanie Brewster, PhD**, Teachers College, Columbia University

**AREAS OF FOCUS:**

- Education/Teaching
- Social Justice





**DESCRIPTION:**

The murders of George Floyd, Breonna Taylor, and Rayshard Brook at the hands of the police, have re-sparked global awareness toward the injustices Black people face in the hands of police forces, and overall, the truth about systemic racism in modern institutions, including academic settings. Systemic racism in academia is grossly evident in the lack of representation of Black, indigenous, and people of color faculty and students across all discipline fields (Montgomery, 2019). Additionally, it is well documented that both students and faculty from racial and ethnic minority groups are subjected to different forms of racism and prejudice both overtly and in the forms of microaggressions (Constantine, Smith, Redington, & Owens, 2008; Crutcher, 2014). Because mentoring is an essential piece of both academic and professional development, it becomes imperative to question the ways in which prevalent hierarchical and directive forms of mentorship fail to attend to the specific needs of BIPOC students and faculty members, as these traditional mentoring models stem from patriarchal systems that have served the needs of White men (Collet, 2000).

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01:00 PM - 02:00 PM

**Roundtables**

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***Giving Back, Bringing Up: Impact of Mentors of Color on Students of Color***

Blessing Ajayi, Salisbury University

Breland Daye, Salisbury University

Romona Harden, Salisbury University

Michele Schlehofer PhD,, Salisbury University

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***Anti-Racist Behavior Assessment for a new era: Movement towards a power sharing approach within historically marginalized communities***

Matthew Graziano, MSW, PhD, LP, Seton Hall University

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***The Elephant in the Nation: A Critical Discussion on Race, Racism, and Human Relations.***

Aukeyto Mosley, BA, San Diego State University

Donnae Prather, BA, San Diego State University

Ricky Pope, PhD, San Diego State University Counseling & Psychological Services

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***Self-Care and Community - Care as an Act of Political Warfare During a Double Pandemic***

Efe Shavers, LICSW, Boston University

Tanvi Shah, MA, Boston University

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Grace Kim, PhD, Boston University

Tina Durand, PhD, Boston University

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01:00 PM - 02:00 PM

**Papers**

*Cyborg Oracles: Lessons from disability justice movement post COVID*

Madeline Brodt, PhD, Oklahoma State University

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02:00 PM - 04:00 PM

**Workshops**

*"Social Justice in Times of Racial Pandemic: Asian Americans Rising Up, Speaking Out, Staying Strong"*

Matthew Mock, PhD, John F. Kennedy University

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02:00 PM - 03:00 PM

**Roundtables**

*Ecologically Valid Approaches to Racism Intervention and Prevention*

Tiffany Fang, MA, Loyola University Chicago

Han Na Lee, MA, Loyola University Chicago

Chelsea Yanuaria, MA, Loyola University Chicago

Katherine Vause, BA, Loyola University Chicago

Cindy Nguyen, BA, Loyola University Chicago

Matthew Miller, PhD, Loyola University Chicago

Erica Pinney, MA, Loyola University Chicago

Claire Furtado, MA, Loyola University Chicago

Jeanie Chang, MA, Loyola University Chicago

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*Contextualizing Suicide in Black Children and Adolescents: Integrating Systemic and Sociocultural Factors*

Ceewin Louder, MA, University of Miami

Gabrielle del Rey, MMFT, University of Miami

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*Racial Trauma and the Experience of BIPOC in Academic & Religious Institutions*

Justine Stewart, MA, Wheaton College (IL)

Camisha Kibble, MA, Wheaton College

Faith Onyambu, MA, Wheaton College (IL)

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Christin Fort, PhD, Wheaton College

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02:00 PM - 03:00 PM

**Papers**

***Resilience and Retention in the Age of COVID 19: A Comparative Analysis of the Impact of Strategies Employed at Historically Black Colleges and Universities and Predominantly White Institutions***

Velicia Hawkins-Moore, BA, MA, Prairie view A&M University

Natriez Peterson, BS, MS, Prairie view A&M University

Ruchika Gupta, MS, MEd, Prairie View A&M University

Stephen Asiabokhae, BS, MS, Prairie View A&M University

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03:00 PM - 04:00 PM

**Roundtables**



1 hour CE

***Rock the boat, tip the boat over: Students motivated for change through a pandemic of resistance and activism***

Elliott Harrington, PhD, LAC, Fairleigh Dickinson

Sailume Walo-Roberts, LPC, NCC, Fairleigh Dickinson University

Kristi Gearty, Fairleigh Dickinson University

Tiffany Gomez, Fairleigh Dickinson University

**AREAS OF FOCUS:**

- Activism
- Race/Racism

**DESCRIPTION:**

This spring, in the midst of the Covid-19 global pandemic, we were awakened to another ongoing pandemic: the killing of Black people at the hands of law enforcement. Following the murder of George Floyd, protests were held across the country and conversations were happening around the world about racism and injustice. As a group of counseling students, we immediately felt a passionate motivation to be facilitators of those same conversations and to help instigate change within our own sphere of influence. We were motivated not only to self-reflect, but to actively work to be a catalyst for positive change. This Roundtable will show how we moved from emotion to action.

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***Soup for the Soul: Broaching Topics of Race-related Stress and Racial Trauma in Therapy and Classroom Settings***

Courtland Douglas, MA, Howard University

Sélena Cuffy, BA, Howard University

Gizelle Carr, PhD, Howard University

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***"I'm Just Different. That's all. I'm So Sorry" : The Urgent Need for Critical Race/Disability (DisCrit) Theory***

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Turea Hutson, BA, MEd, Drexel University

Ayana Allen-Handy, BA, MEd, PhD, Drexel University

Elizabeth McGhee-Hassrick, BA, MA, PhD, Drexel University

Antoinette Radcliffe, BA, Drexel University



1 hour CE

***A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom***

Kelly Smith, DSW, MEd, MS, Adelphi University

Hans Bernier, MPA, LCSW, Columbia University

**AREAS OF FOCUS:**

- Education/Teaching
- Social Work

**DESCRIPTION:**

Each class begins with a Moment of Action (MoA) empowering student participation through a range of simple activities that serve a broader social impact. The instructor introduces the MoA and the rationale for sharing it by making connections to current events, disciplinary Codes of Ethics, course materials, and student/schools geographical area. Time is built in for reflection, creating opportunities for students to share their perspectives on the MoA before transitioning into the coursework.

***Critical Multicultural Counseling: Necessary Transformation for Decolonized and Liberatory Education Roundtable Discussion***

Amy Reynolds, PhD, University at Buffalo

Andres Perez-Rojas, PhD, New Mexico State University

Lisa Flores, PhD, University of Missouri, Columbia

Matthew Miller, PhD, Loyola University Chicago

Melanie Wilcox, PhD, Augusta University

Keri Frantell, PhD, University of North Dakota

03:00 PM - 04:00 PM

***Examining minority stress and systemic oppression among minoritized communities***

**Symposia**

Taymy Caso, PhD, University of Minnesota

Nic Rider, PhD, University of Minnesota

Aldo Barrita, BA, University of Nevada, Las Vegas



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Dagoberto Heredia, PhD, Mayo Clinic

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***Contemporary research on the strong black woman/superwoman schema: Results from two new studies, critical considerations, and future directions***

Georgios Lampropoulos, PhD, Michigan School of Psychology

Kia Watkins, PsyD, Southwest Behavioral & Health Services

Shieka Glenn, PsyD, Georgetown University/Adler University

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04:00 PM – 05:00 PM

***WINTER ROUNDTABLE STUDENT POSTER SESSIONS***

***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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04:00 PM - 04:20 PM

***The effects of microaggressions on mental health of Black LGB adults***

Shereen Ashai, BS, University of Maryland

Alice Lee, BA, University of Maryland

Ezeanne Fonge, MS, University of Maryland

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***Cultural Experience and Identity Development of Lesbian, Gay, and Bisexual (LGB) Adults of Korean Descent: A Qualitative Study***

Yeseul Jenny Choi, MEd, Fordham University

Joseph Ponterotto, PhD, Fordham University

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***The Influence of Belief and Empathy Biases on the Pregnancy Mortality Gap***

Vanessa Hatton, Rutgers University-- New Brunswick

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***Mental Health, Self-awareness & Social Justice: Teaching through an anti-racist framework during the COVID-19 pandemic***

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Daniela Robledo, University of Wisconsin-Madison

Alyssa Ramírez Stege, PhD, University of Wisconsin-Madison

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***The Whole World's Blown Up": Educators Coming Together in a Time of Need***

Christopher Fornaro, MA, Drexel University

Katrina Struloeff, MA, Drexel University

Kimberly Sterin, MAT, Drexel University

Alonzo Flowers, PhD, Drexel University

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04:20 PM - 04:40 PM

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***Latinxs and Racial Microaggressions: A decade of research***

Aldo Barrita, BA, University of Nevada, Las Vegas

Lianelys Cabrera-Martinez, University of Nevada, Las Vegas

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***Examining the Role of Peer Ethnic-Racial Socialization on Ethnic-Racial Identity Among Racially Diverse Adolescents***

Sohini Das, BS, New York University

Diane Hughes, PhD, New York University

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***The Battle for Justice***

Camisha Kibble, MA, Wheaton College School of Psychology, Counseling and Family Therapy

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***An Antidote to a Pandemic of Racism: The Voices of Students of Color in Predominantly White Institutions***

Jevan Sandhu, Bates College

Yunkyoung Garrison, PhD, Bates college

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***A Metasynthesis on the Racial and Cultural Experiences of Therapists of Asian Descent in Clinical Practice and Training***

Kathy Wong, MEd, Fordham University

Natalie McClellan, BA, Hunter College

Doris Chang, PhD, New York University Silver School of Social Work

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***Impacts of Covid-19 on Asians and Asian Americans***

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04:40 PM - 05:00 PM

Stephanie Chin, MEd, University of Louisville

Tianhong Yao, MPhil, University of Louisville

Laurie McCubbin, PhD, University of Louisville

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***The Intersectional Impact of Race, Gender and Socioeconomic Status on College Student Wellbeing in 2020***

Maureen Fleming, MPhilEd, MEd, University of Oregon

Nathan Mather, MS, University of Oregon

Samantha Martínez, MPhilEd, MEd, University of Oregon

Brian Clark, PhD, University of Oregon

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CANCELLED

***Multicultural Competency Training in Counseling Graduate Programs***

Bianca Mack, MEd, Howard University

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***Bridging the Gap Between Urban Adolescent Females of Color and STEM: A Hermeneutic Phenomenological Study***

Van Truong, EdD, Drexel University

Alonzo Flowers, PhD, Drexel University

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***What does it mean to be White?***

Brett Kirkpatrick, PhD, University of Kentucky

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04:00 PM - 04:50 PM

***Daily Yoga***

*Unwind from a day of staring at your screens. Join us for yoga practice.*

**Wellness Activity**

Linda Lopes

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05:00 PM - 06:00 PM

**Coffee Hour**

*We invite you to join us and your fellow attendees at our coffee hour affinity groups.*

*Veterans Group  
Activist Parents  
Women's Group*

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06:00 PM - 06:50 PM

***Queer Draw In***

*Join WRT participants as Brad, Mars, & Andy lead a community-based drawing session with live models.*

**Wellness Activity**

Brad, Mars, and Andy

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## Saturday, February 27, 2021

09:00 AM - 09:50 AM

### *Daily Yoga*

*Join WRT participants as we start the day with a centering yoga practice.*

### Wellness Activity

Neeti Narula

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10:00 AM - 01:00 PM

### *Advocacy is Never Easy and Allyship is Never Enough*

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

Brittany Williams, PhD, NCC, Syracuse University

Briana Gaines, MA, LAC, NCC, James Madison University

Steven Taragano, MS, HMH Carrier Clinic

### Workshops



3 hours CE

#### AREAS OF FOCUS:

- Activism
- Black Lives Matter





**DESCRIPTION:**

Advocacy is woven into the ACA Code of Ethics and has its foundation in cultural sensitivity. Section A.2.c. instructs counseling professionals to develop their cultural sensitivity. Section A.4.b. instructs counseling professionals to be aware of their own personal values and prohibits them from imposing those values onto their clients. Section A.7.a. instructs counseling professionals to advocate for their clients and A.7.b. instructs counseling professionals to obtain client consent before advocating. Advocacy is also woven into the Multicultural and Social Justice Counseling Competencies. Advocacy for communities that experience marginalization may present at allyship. BLM activist Deray McKesson stated that, "Allies love you from a distance. Accomplices love you up close." Jackson (2019) posited that we should move from being an ally to being an accomplice and being an accomplice can cost you something; being an accomplice can cost you your social standing, your comfort, and/or your safety. Real advocacy is rarely comfortable. Being an accomplice is an anti-racist strategy and more attention is needed to assist counseling professionals in the developmental process going from allyship to accompliceship. The presenters will help the participants conceptualize their level of advocacy, conceptualize what allyship looks like, and provide ways to move from allyship to accompliceship. These interventions will be grounded in the ACA Code of Ethics, The Multicultural and Social Justice Counseling Competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015), and the ACA Advocacy Competencies (Toporek & Daniels, 2018).

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10:00 AM - 11:00 AM

***An Approach to Anti-racism Medical Education: The Role of the Coalition Against Racism***

**Roundtables**



1 hour CE

**Tanya White-Davis, PsyD, Montefiore Medical Center**

**Ekua Ansah-Samuels, MPH, Montefiore Medical Center**

**Heather Archer-Dyer, MPH, CHES, Albert Einstein College of Medicine**

**AREAS OF FOCUS:**

- Education/Teaching
- Race/Racism

**DESCRIPTION:**

Racism is a pandemic that spans across centuries of American History. In recent years racism has been acknowledged as the underlying cause of social determinants of health. We applied several educational, social justice, and anti-racism frameworks within three residency programs to explore and address racism. A multi-pronged and multi-leveled tripartite model of racism was utilized to address systemic, interpersonal, and internalized racism to transform medical education from an anti-racism lens. Components of our work included:

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***Are Black Families Under Attack?***

**Shareefah Al'Uqdah, PhD, Howard University**

**Nyla Rogers, BA, Howard University**

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**Briayanna Johnson, BA**, Howard University

**Brittany Hinkle, MS**, Howard University

***Sawubona: Using African- Centered Healing Strategies in Response to the Double Pandemic***

**Dana Collins, PhD**, Association of Black Psychologists

**Evan Auguste, MA**, Association of Black Psychologists

**Tania Lodge, PhD, LPCC-S**, Association of Black Psychologists

***Promoting Relational Healing and Restorative Justice in the Workplace: Reconnecting with Silenced Narratives***

**Jessica Liu, PhD**

**Taneshia Snowden, MS**, Lehigh University

***The Talk: Discussing Anti-Black Racism and Trauma Healing Among African Descent Communities***

**Tanisha Pelham, MS**, University of Georgia

**Jatawn Tickle, MA**, University of Georgia

**Jasmine McCalla, MEd**, University of Georgia

**Shawntell Pace, MEd**, University of Georgia

**Ecclesia Savage, MS, NCC, RPT**, University of Georgia

**Collette Chapman-Hilliard, PhD**, University of Georgia

10:00 AM - 11:00 AM

**Symposia**



1 hour CE

***Radical Hope in Communities of Color: Testing a New Psychological Framework***

**Jioni Lewis, PhD**, University of Maryland, College Park

**Helen Neville, PhD**, University of Illinois at Urbana-Champaign

**Bryana French, PhD**, University of St. Thomas

**AREAS OF FOCUS:**

- Racial/Ethnic Minorities
- Community Wellness

**DESCRIPTION:**

Radical healing is the process of becoming whole in the face of ongoing racial trauma. Radical healing is the process of being able to sit in a dialectic and exist



in both spaces of resisting racial oppression and moving toward freedom (French et al., 2020). The purpose of this presentation is to center radical healing, an approach designed to describe how BIPOC heal from racial trauma and introduce our psychological model of radical hope. The first presentation will provide a review of the Psychological Framework of Radical Healing (French et al., 2020). The second presentation will introduce our new Psychological Model of Radical Hope (Mosley et al., 2020). The third presentation will highlight preliminary findings from our qualitative study of radical hope, which includes individual interviews and focus groups with racially and ethnically diverse BIPOC adults. We will end this presentation by highlighting future directions in utilizing a critical race mixed methods approach to research as a way to center the lived experiences of BIPOC communities for healing and liberation in the field of psychology and education.

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***Addressing the Invisibility of Asian Americans in Mental Health Research***

Sylvie Wong, EdM, Teachers College

Silvia Alves Nishioka, MA, Teachers College

Emily Hunt, EdM, MA, Teachers College

Cindy Huang, EdM, MA, Teachers College

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10:00 AM - 11:00 AM

***Promoting Inclusion and Reducing the Achievement Gap Using Social Norms Messaging***

**Papers**

Sohad, Murrar, PhD, MSc, MA, BA, Governors State University

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11:00 AM - 12:00 PM

***Room on Zoom: Collaborative discussions between mental health professionals, teachers, administrators, and other stakeholders in a K-12 school environment.***

**Roundtables**

Matthew Graziano, MSW, PhD, LP, Seton Hall University

Kelsie Morales-Rojas, BA, KIPP NYC Public Schools

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***Sick and Tired of Being Sick and Tired: racial battle fatigue, burnout, and BIPOC Self-care***

Jessica McFadzean, MEd, University at Buffalo

Angelica Soto, EdM, University at Buffalo

Chazz Robinson, BA, EdM, University at Buffalo

Nathalie Velasco, BA, University at Buffalo

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***Implementing an Anti-Racist Educational Practice***

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Stella Smith, PhD, Prairie View A&M University

11:00 AM - 12:00 PM

***Uprooting Systemic Racism in the Classroom: A Multi-tier Approach to Infusing Social Justice within a Doctoral Psychology Program***

**Symposia**



1 hour CE

**Ellen Greenwald, PhD**, UT Southwestern Medical Center, Dept of Psychiatry

**Kipp Pietrantonio, PhD**, UT Southwestern Medical Center, Dept of Psychiatry

**Jessica Woodford, MA**, UT Southwestern Medical Center, Clinical Psychology Doctoral Program

**Karen Dorsman, BA**, UT Southwestern Medical Center, Clinical Psychology Doctoral Program

**Tanisha Clark, MEd**, UT Southwestern Medical Center, Clinical Psychology Doctoral Program

**AREAS OF FOCUS:**

- Education/Teaching
- Multicultural Competencies
- Integration of Social Justice into Curriculum

**DESCRIPTION:**

In this symposium, we discuss multi-tier collaborative efforts to infuse social justice into the foundation of a Clinical Psychology Doctoral Program. To cultivate anti-racist educational systems, foundations of colonialism and White supremacy must be deliberately uprooted through programmatic change. Such change requires a convergence of student, faculty, and program leadership awareness, intentionality, and action. For us, this process has involved three primary elements: 1) Establishment of an Anti-racism Task Force, 2) A four-part Anti-Racism and Social Justice in the Classroom Workshop for psychology faculty course instructors, and 3) the creation of a student driven "Social Justice Audit" of the curriculum that is congruent with APA Accreditation. Below we outline each of these elements.

***Breaking the silence: Addressing LGBTQ human rights and anti-Blackness through indigenous collective modes of healing***

**Daniel Gaztambide, PsyD**, New School

**Alden, Farrar, BA**, New School

**Douglass Mawadri**, Associates for Health Rights Limited, AHAR-UG

11:00 AM - 12:00 PM

***Facilitating Multicultural Competencies in Mental Health Supervision***

**Isra Yaghoubi, PsyD**, Crossroads Institute

**Papers**



**Michael Gale, PhD**, University of Hartford



1 hour CE

**AREAS OF FOCUS:**

- Psychology/Counseling
- Multicultural Competencies
- Supervision

**DESCRIPTION:**

Multicultural competency is a part of ethical and mandated mental health practice, with corresponding standards developed based on the sociopolitical realities of injustice and oppression against disenfranchised groups. Yet implicit and explicit bias exists amongst mental health practitioners and trainees (Sue & Sue, 2013; Sue & Sue, 2016), and minority status clients continue to experience health disparities in service delivery, including in therapy (Hook et al., 2016). Negligence of multicultural competencies in therapy has a harmful effect for clients of minority status, with the potential to re-enact oppression and trauma (Brown, 2008).

***Black otherfathering and and Black men's mental health***

**Michael Hannon, PhD**, Montclair State University

**Alfonso Ferguson PhD, LMHC, NCC**, Centenary University

**Raymond Blanchard, III, MEd, LMHC, NCC, CCMH, LPC**, Montclair State University

**Jasmine Santiago, MEd, LPC, ACS**, Montclair State University

**12:00 PM - 12:50 PM**

***Meditation & Stretch***

*Take a break and breathe. Join us for a midday meditation and stretch.*

**Wellness Activity**

**Karine Plantadit**

**12:00 PM - 02:00 PM**

***Integrating the Arts into Community-led Critical Participatory Action Research***

**Workshops**

**Kimberly Sterin, MAT**, Drexel University, School of Education

**Alysha Friesen Meloche**, Drexel University, School of Education

**Carol Richardson McCullough, BA**, Drexel University

**Devin Welsh, BA**, Drexel University, ArtistYear Americorps Fellow

**Ayana Allen-Handy PhD**, Drexel University, School of Education

**Rachel Wenrick, MFA**, Drexel University

**Diana Nicholas, MFA**, Drexel University



2 hours CE



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**AREAS OF FOCUS:**

- Participatory Action Research
- Social Justice
- Arts-Based Research Methods

**DESCRIPTION:**

This two-hour long workshop will share the ways our team has engaged in a critical participatory action research project then progress to modeling how to incorporate arts-based methods within participatory research, specifically creative writing exercises. Participants will learn the theoretical basis for critical participatory action research grounded in critical race theory, as well as have the opportunity to actively engage in examples of the arts-based practices used to implement participatory research (Delgado & Stefancic, 2012; Leavy, 2020).



2 hours CE

***1621-2021: Including Native American Voices in Conversations on Racism from Teaching to Counseling***

**Claudia Fox Tree, MEd, Lincoln Public Schools**

**Cheyenne Fox Tree – McGrath, MSW, LCSW, RSW, Urban Native Youth Association**

**AREAS OF FOCUS:**

- Race/Racism
- Community-Based Practice
- Indigenous (Native American) People and Allies

**DESCRIPTION:**

Over 400 years of racism has contributed to Indigenous marginalization, affecting Native and nonNative people alike. This mother (educator)/ daughter (clinical counselor) team working in the U.S.A. (Massachusetts) and Canada (Vancouver) share ideas and practices to increase visibility, decolonize curriculum, and interrupt microaggressions.



2 hours CE

***Decolonizing our Pedagogy***

**Norissa Williams, PhD, MSW, NYU**

**AREAS OF FOCUS:**

- Education/Teaching
  - Colonialism
-



**DESCRIPTION:**

Colonization was and remains a violent act committed against Black, Indigenous, People of Color (BIPOC). The effects are still evident in many institutions domestically and globally. The institutions of psychology and higher education have not been exempt from its' impact. Rather they have served as a means to maintain and reproduce the very aim of colonization (i.e., white supremacy). It will continue to do so, if we do not disrupt this dynamic. This session is developed with educators in counseling psychology and related fields in mind. However, aspiring educators and those in other fields will also find benefit. In this two-hour interactive, workshop, we will explore the historical rationalization of colonization and examine and critique the ways in which it is still evident in higher education, psychology and psychological interventions today. In addition, we will explore the ways in which it is manifest in pedagogical practices, discuss the impact it has on students of color and investigate the degrees to which we have all been complicit. Thereafter, in break out rooms, with the use of vignettes, there will be a discussion of white supremacy culture to increase participant capacity to identify artifacts of the culture when manifest in pedagogical practices. The workshop will conclude discussion of the objectives of a social-justice oriented, anti-oppressive classroom and identification of best practices for enacting an anti-oppressive pedagogy through articulating strategies that can be enacted before the start of the semester, at the beginning of the semester, mid-semester and at the end of the semester.

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12:00 PM - 01:00 PM

**Roundtables**



1 hour CE

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***Anti-Racism Curriculum within a First-Year Experience Course***

**Melissa Luke, PhD, LMHC, NCC, ACS, Syracuse University**

**Chandice Haste-Jackson, PhD, Syracuse University**

**Jeff Mangram, PhD, Syracuse University**

**Kira Reed, PhD, Syracuse University**

**AREAS OF FOCUS:**

- Social Justice
- Education/Teaching
- Anti-Racist Curricula

**DESCRIPTION:**

This Roundtable discussion centers the theme of anti-racism and is grounded in the contemporary literatures related to social justice, race talk, as well as student, faculty, and staff development. The four presenters will open the discussion with an introduction of an anti-racism curriculum undergirding a required 1-credit university-wide First-Year Experience course at one predominantly white, four-year, large private institution. In doing so, presenters will overview the curricular content and course activities designed to support students' engagement in, and exploration of their intersectional experiences of race, ethnicity, and identity. Presenters will then facilitate discussion of the role anti-racism curricula has in higher education broadly.



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*To Help and To Heal: Conversations on Graduate Student and Faculty Experiences During the COVID-19 Pandemic*

Chloe Blau, MA, Seton Hall University

Shruthi Jayashankar, MA, Seton Hall University

Jessica Jones, MS, Seton Hall University

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*When you learn, unlearn, and relearn the concepts of race and racism: Untangling experiences of international students in the U.S. and Korea*

Young Hwa Kim, PhD, Seoul National University of Education

Soeun Park, PhD, California State University, Bakersfield

Ye Seul Min, MEd, Seoul National University

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*Love on the Front Lines: Asian American MotherScholars Resisting Dehumanizing Contexts through Humanizing Collectivity*

Judy Yu, EdD, Queens College, CUNY

Betina Hsieh, PhD, La Verne University

Cathery Yeh, PhD, Chapman University

Ruchi Agarwal-Rangnath, EdD, University of San Francisco

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12:00 PM - 01:00 PM

*Awareness, Social Cognition, and Commitment: Developing a Social Justice Orientation in Professional Psychology Training Programs*

**Papers**

Nadine Postolache, BA, Teachers College, Columbia University

Jacqueline Yang, BS, Teachers College, Columbia University

Samantha Samel, BA, Teachers College, Columbia University

Sammie Sachs, MA, Teachers College

Sandra Gomez, MEd, Teachers College, Columbia University

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01:00 PM - 02:00 PM

*Asian international Psychologists in a Racial Pandemic: Invisibility and Positionality in Critical Racial Dialogues at University Counseling Centers (UCC)*

**Roundtables**

JiYoon Lee, PhD, New York University

Mijin Kim, PhD, Virginia Commonwealth University

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1 hour CE

Yu Chak Sunny Ho, PhD, Seton Hall University

**AREAS OF FOCUS:**

- Racial/Ethnic Minorities
- Intersectionality

**DESCRIPTION:**

As declared by APA president, Sandra L. Shullman, Ph.D., while living in a racial pandemic (APA, 2020), Asian international psychologists are often confused about their positionality in a racial dialogue due to growing up in homogenous societies. Asian American youths often experience prejudice, hostile school environment, racial tensions, and/or model minority stress when they grow up in the racialized United States (Atkin, Yoo, & Yeh, 2019; Iwamoto & Liu, 2010; Kim & Yeh, 2002), however, these experiences are not embedded in the childhood, educational, or psychological development among Asian international psychologists. Most Asian international psychologists are raised as members of the majority racial group in their home countries, and do not have lived experiences to be the counterpart of Whites, Blacks, or Latinx until they arrive in the U.S. Often Asian international psychologists become experienced powerlessness by clients, supervisors, and colleagues and to be alienated in a White dominant U.S. culture and institution, which can make them feel invisible, excluded, and distant in racial dialogues.



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***Racism and the 40-Times Rule: Exploring renting, eviction, and systemic inequality in COVID-era NYC housing***

Jenna Augenblick, BA, University of Miami

Hailey Wojcik, MS, The City College of New York

Kelly Yang, BS, Albert Einstein College of Medicine

Ellen Park, Center for Health Equity at Albert Einstein College of Medicine

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***Who Is Really Protected?: The Pitfalls of Ethno-Racial Intimidation Laws and Policies***

Alexcia Kilgore, MA, Howard University

Ashley Riley, BA, Howard University

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***How Schools, Shelters, and Service Providers Support Students Experiencing Homelessness During the COVID-19 Pandemic***

Mark Pierce, MA, Southern Methodist University

Celestina Rogers, Southern Methodist University

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01:00 PM - 02:00 PM  
**Papers**

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***Racial Justice Activist Burnout in Women of Color: Practical Tools for Counselor Intervention***



Rudney Danquah, MEd, Texas A&M University

Cristal Lopez, MEd, Texas A&M University

Laurel Wade, MEd, Texas A&M University

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02:00 PM - 03:00 PM



**KEYNOTE SESSION**

**Roxane Gay**

*The recipient for the 2021 Social Justice Action Award.*

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03:00 PM - 04:00 PM

**Roundtables**

***"We want change!": the benefits of undergraduate-led peer workshops on antiracism in higher education***

Catie Fell, Salisbury University

Brielle Gourley, Salisbury University

Sebastián Mantilla, Salisbury University

Yuki Okubo, PhD, Salisbury University

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***Seasonal Systemic Solutions***

Margeaux Kittles, EdS, MEd, Fulton County Schools-GA

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***Social Justice in the Ivory Tower: Is Academia antithetical to Activism?***

Alexandria Onuoha, BA, Suffolk University

Alexandria Miller, MS, Suffolk University

Linsey Mathew, BS, Suffolk University

Natasha Ramanayake, MS, Suffolk University

Molly Sawdy, BA, Suffolk University

Katherine Escobar, BA, Suffolk University

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03:00 PM - 04:00 PM

**Symposia**

***Invisible first responders: How community-based educational spaces are combatting the dual pandemics of systemic racism and COVID-19***

Amanda Case, PhD, Purdue University

Jaya Bhojwani MEd,, Purdue University

Jacqueline Krutsch, Purdue University

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**Sophie Fanok**, Purdue University

**Jessica Hauser, BS**, Downtown Boxing Gym



1 hour CE

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***Using a Liberation Psychology Framework to Examine Anti-Oppressive Approaches to Research in Education and Psychology: An Intergenerational Perspective***

**Linnie Green, PhD, MA**, New York University

**Constance Green, EdD, JD**, Constance Belton Green Consulting

**AREAS OF FOCUS:**

- Education/Teaching
- Psychology/Counseling

**DESCRIPTION:**

Liberation Psychology is underutilized as a framework for centering marginalized and minoritized voices in the fields of both psychology and education. In this symposium, Drs. Constance Belton Green and Linnie Green will examine the use of a Liberation Psychology model to examine anti-oppressive approaches to teaching, research and practice, with an emphasis on the power of storytelling, personal narratives/ethnography, participatory action research, and intergenerational connection. Liberation Psychology is defined as a model to conceptually and practically address the oppressive sociopolitical structure in which individuals and communities exist (Martín-Baró, 1996). Through this model, we can explore approaches to research and practice in the fields of psychology that center the voices of Black and African American experiences and perspectives.

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03:00 PM - 04:00 PM

**Papers**



1 hour CE

***The Pandemic Within Systemic Injustice: Cultural Dimensions of Women's Aging, Health, and their Case Stories of COVID-19***

**aretha marbley, PhD**, Texas Tech University

**Stella Smith, PhD**, Prairie View A&M University

**Jesse Starkey, MA**, Texas Tech University

**Jahaan Abdullah, EdD**, Chicago State University

**AREAS OF FOCUS:**

- Trauma
- Multicultural Competencies

**DESCRIPTION:**

Abstract: The COVID-19 pandemic has taken a massive toll on the world, especially in the Americas. It is taking a significant toll on the healthcare workers who risked their lives for others on the front line battling the widespread virus as the United States surpassed all others in numbers of cases and casualties during this crisis. Many continue to grieve the loss of life, jobs,

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and daily activities that facilitated human connections as we rely on technology to remain connected in this unprecedented pandemic.

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***Asians\* Unmasked: A National Photovoice Project of Asian Americans' Experiences during COVID-19***

**Ellen Park**, Center for Health Equity at Albert Einstein College of Medicine

**Sriya Bhattacharyya, PhD**, Center for Health Equity at Albert Einstein College of Medicine

**DJ Ida, PhD**, National Asian American Pacific Islander Mental Health Association

**Jennifer Nguyen, LMHCA, NCC**, Seattle Children's Hospital

**Allyson Goto, BA**, Jefferson County Public Health

**Janet Namkung, BA**, Asians\* in Focus

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**04:00 PM - 04:50 PM** ***Daily Yoga***  
*Unwind from a day of staring at your screens. Join us for yoga practice.*

**Wellness Activity** **Dejha Colantuono & Jeremy Guttman**

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**05:00 PM - 06:00 PM** *We invite you to join us and your fellow attendees at our coffee hour affinity groups.*

**Coffee Hour** **Students and clinicians with disabilities**  
**Trans group**  
**White allies**

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**06:00 PM - 06:50 PM** ***What's for Dinner***  
*Join WRT participants as Mavis Jay & Sicily Sierra lead a cooking demonstration and class. Please register in advance to receive the ingredients list!*

**Wellness Activity** **Mavis Jay & Sicily Sierra**

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## The 18th Annual Social Justice Action Award

Roxane Gay is an author and cultural critic whose writing is unmatched and widely revered. Her work garners international acclaim for its reflective, no-holds-barred exploration of feminism and social criticism. With a deft eye on modern culture, she brilliantly critiques its ebb and flow with both wit and ferocity.

Words like “courage,” “humor,” and “smart” are frequently deployed when describing Roxane. Her collection of essays, *Bad Feminist*, is universally considered the quintessential exploration of modern feminism. NPR named it one of the best books of the year and *Salon* declared the book “trailblazing.” Her powerful debut novel, *An Untamed State*, was long listed for the Flaherty-Dunnann First Novel Prize. In 2017, Roxane released her bestselling memoir, *Hunger: A Memoir of (My) Body*, which was called “Luminous...intellectually rigorous and deeply moving” by *The New York Times*. She also released her collection of short stories, *Difficult Women*. The *Los Angeles Times* says of the collection, “There’s a distinct echo of Angela Carter or Helen Oyeyemi at play; dark fables and twisted morality tales sit alongside the contemporary and the realistic...”

In 2018, she released *Not That Bad: Dispatches from Rape Culture*, a valuable and searing anthology edited by Roxane; it has been described as “essential reading” and a “call to arms” by its readers. Roxane is currently working on a new project set to be released in 2020.

Roxane co-hosts *Hear to Slay* with Tressie McMillan Cottom – a podcast with an intersectional perspective on celebrity, culture, politics, art, life, love, and more. She is also a contributing op-ed writer for *The New York Times*, was the co-editor of *PANK*, and formerly was the non-fiction editor at *The Rumpus*. Her writing has appeared in *McSweeney’s*, *The Nation* and many other publications. She was the first black woman to ever write for Marvel, writing a comic series in the *Black Panther* universe called *World of Wakanda*. Roxane fronts a small army of avid fans on social media and when she finds the time, she dominates the occasional Scrabble tournament.

***We are very pleased to present Roxane Gay with the 18<sup>th</sup> Annual Social Justice Action Award.***



## The 30<sup>th</sup> Annual Janet E. Helms Award for Mentoring and Scholarship

**Danice L. Brown** received her Ph.D in Counseling Psychology from The Ohio State University in 2008, which included a year-long predoctoral internship at the University of Illinois at Chicago Counseling Center. Upon graduation, Dr. Brown joined the psychology department at Southern Illinois University Edwardsville. She later relocated to the Baltimore area and joined the Counseling Psychology Graduate Program at Towson University as an Associate Professor in 2015. In addition to teaching various courses in Towson's terminal master's program (e.g., advanced counseling skills, group counseling, and practicum), Dr. Brown has been serving as the Coordinator of Clinical Training for the program. She has had the opportunity to teach and mentor several students during her tenure in academia. Dr. Brown has also built a strong program of research focused on examining African American resiliency, racial socialization, the intersectional socialization experiences of Black women, and multicultural issues in counseling. Several of her publications have included collaborations and assistance from her graduate and undergraduate mentees. Her most [recent publication](#), in a special issue of *Women & Therapy*, focused on critical issues related to Black women's identities and provided strategies for incorporating intersectional pedagogy in clinical training regarding Black women's mental health. In addition to presenting her research at professional conferences (e.g., American Psychological Association, the Association of Black Psychologists, and the Winter Roundtable), she has consulted with organizations and agencies providing workshops on culturally responsive clinical practices with Black communities, racial injustice and mental health, African American resilience, and coping. Dr. Brown has also served in various leadership positions for the Society of Counseling Psychology. The most enjoyable aspects of Dr. Brown's career include working with students and trainees, providing mentorship, exposing students to the field of counseling psychology, and sharing in their experiences of professional and personal growth.

***We are very pleased to present Dr. Danice Brown with the 30<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 is the co-founder of the Sexuality, Women and Gender Project and the founder of the College Advising Program at Teachers College.

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, PhD** 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-Coordinator

**Charlene Arba Bernasko** is a diasporic Ghanaian Torontonian, and a graduate of the EdM program in psychological counseling 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.





## 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 join with other participants 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.

**WELLNESS EVENTS:** We are excited to announce a variety of wellness activities throughout the conference including yoga, meditation, and creative activities to connect with attendees. These are provided in conjunction with Queer Anga! Queer Anga is a multi-racial, multi-gender queer and trans wellness collective based in Brooklyn, NY. Founded in 2018, Queer Anga hosts a monthly event series featuring yoga, food, and a guided conversation about what it means to live in our queer, trans, contested, unique, strange, and wonderful bodies.

*Daily Yoga and Meditation (daily, 9am, 12pm, and 4pm):* Join WRT participants as we start the day with a 9AM centering yoga practice. Take a break and breathe for a midday meditation and stretch. Unwind from a day of staring at your screens with a 4PM yoga practice.

*Meditation & Writing Workshop (Thursday at 6pm):* Join WRT participants after a busy day to unwind through a group meditative writing practice with Jess Hinds. Registration is limited.

*Queer Draw In (Friday at 6pm):* Join WRT participants as Brad, Mars, & Andy lead a community-based drawing session with live models.

*What’s For Dinner? (Saturday at 6pm):* Join WRT participants as Mavis Jay & Sicily Sierra lead a cooking demonstration and class. Please register in advance to receive the ingredients list!



## Support the 38th 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 2021 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