



CONFERENCE PROCEEDINGS

The 19th Annual Diversity Challenge

**Race, Culture, & WHMP: Survival, Resistance, and Healing in the
Current Social Climate**

October 25-26, 2019

Boston College, Chestnut Hill, Massachusetts

Diversity Challenge Committee:

Janet E. Helms, Diversity Challenge Chair

Kahlil DuPerry

Kathleen Flaherty

Susan Ginivisian

Taylor Stewart

Eva Wilson

Courtney Wright

Lianzhe Zheng

Grant Zitomer

Sponsored by: The Institute for the Study and Promotion of Race and Culture
Carolyn A. and Peter S. Lynch School of Education and Human Development

Table of Contents

Invited Speakers	4
Abstracts	
Individual Presentations	5
Workshops	18
Structured Discussions	24
Symposia	31
Posters	33

Invited Speakers

Immigration Law and Undocumented Students' Fates in a Time of Uncertainty

Raquel Muñiz Castro – Boston College

BLM: Health Justice and Racial Capitalism

Philippe Copeland – Boston University

Applying a Community Violence Framework to Understand the Impact of Immigration Enforcement Threat on Latino Children

R. Gabriela Barajas-Gonzalez – NYU Langone Health

Addressing the Psychological Needs of American Muslims in Today's Sociopolitical Atmosphere

Ben Herzig – Institute for Social Policy and Understanding

Raising Resisters: Caretaking Practices to Promote the Healthy Development of Diverse Youths Across the Lifespan

Maryam Jernigan-Noesi – Agnes Scott College

Reclaiming Our Time: Survival and Resistance in the Face of Gendered Racism

Jioni Lewis – University of Tennessee

Mindfulness in the Workplace: Mitigating Biases and Supporting Inclusive Leadership

Dena Samuels – Private Practice

My C.H.A.I. Recipe for Surviving and Daring to Thrive in the Current Climate

Rahul Sharma – Independent Speaker

INDIVIDUAL PRESENTATIONS

Race Matters: Impact of School Discipline on U.S. Youth Incarceration Rates

The purpose of this paper is to explore the relationship between the incarceration of youth (inmates who are 17 years old or younger), and punitive disciplinary outcomes in schools among Black students. The disciplinary outcomes selected for this analysis are out-of-school suspensions, in-school suspensions, and referrals to law enforcement by the school. It has been documented that Black students receive more severe disciplinary measures, such as suspension, expulsion, and corporal punishment, as compared to their White classmates for the same conduct. For the purpose of this research, a quantitative approach was developed using Chi-square and Mann-Whitney for data analysis. It was found that States with higher incarceration are more likely to have higher rates of punitive disciplinary outcomes among Black students.

Felipe Agudelo Acevedo
Donna Cole
Simmons University

Using Critical Race Theory and Structural Racism Frameworks to Teach Macro Practice

The social work profession is committed to social justice, but many students are more interested in clinical work. This study examined the use of Critical Race Theory (CRT) and the Aspen Institute's Structural Racism Framework (SRF) in macro education coursework in facilitating learning about the structural oppressions of different populations and interest in advocacy. A cross-sectional, paper/pencil survey was conducted with graduating MSW students. The results indicated that just having CRT/SRF taught in a class did not lead to increases in self-reported knowledge, but having it used as a lens did. A pattern emerged in terms of future advocacy intention: the highest rate of students indicating they were very likely to do so was for the group who had CRT/SRF as a lens.

Sofya Bagdasaryan
CSU Los Angeles

Racial Socialization: Factors that Influence White Student's Perceptions of Race and Racism

This project examined White college students' understanding of race and racism in an era when, arguably, there is a re-emergence of explicit and politically-endorsed societal racism and ethnocentrism (Pew Research Center, 2019). The study used focus groups to investigate college students' experiences of racial socialization across their lifespan. In addition, research questions explored participants' perceived thoughts and feelings if, and when, engaging in discussions about race. Helms' White Racial Identity Development theory (Helms & Carter, 1990) was used to further explore how participants' reported racial socialization experiences informed their racial identity statuses. Directed Content Analysis was used to identify major themes. Additional measures (e.g., racial socialization) were triangulated with data to further explore aspects of intersectionality that informed participant responses.

Peyton Capehart
Maryam Jernigan-Noesi
Agnes Scott College

The Interplay of Culture and Adolescent Suicidality: High-Achieving Adolescents, Acculturation and Suicidality

Research demonstrates that acculturation, family conflict, school pressure are variables that may increase adolescent suicidal ideation. This presentation will review the New York City Public High School System and how they assess the levels of suicidality in high achieving adolescents. There are two hypothesis that I focus on: 1. Do high achieving high school students have higher levels of suicidal ideation and hospitalization for suicidality? 2. Within this high achieving group, are the majority of those with suicidal ideation and hospitalization for suicidality, Asian-American?

Jess Chock-Goldman
NYU School of Social Work

Identity, Discrimination, and Resilience of Muslim American College Students

In light of recent policies, such as the 2017 travel ban, there is a critical need to explore the experiences of Muslim American emerging adults whose families migrated to the U.S. The purpose of this qualitative study was to gain an in-depth understanding of how Muslim American students experience their religious identity and cope with discrimination. Thirteen participants, ages 18 to 21, completed semi-structured interviews. Conventional content analysis yielded seven domains: religion as a source of pride, intersection of identities and oppression, intergenerational differences, visibility of Muslim identity, stereotyping and discrimination, importance of community, and resilience. These findings expand existing research by emphasizing the experience of multiple marginalization, collective resilience, and challenges of navigating various cultural and religious contexts.

Courtney Colgan
Tanvi Shah
Usha Tummala-Narra
Boston College

Resisting the Empirically-Supported Movement in Education and the Mental Health Professions

Much attention and support continue to be given to the research/evidence-supported education and mental health movement in our nation. Unfortunately, few supporters of this movement appear to understand and/or acknowledge how institutional racism and ethnocentrism are perpetuated in this movement. This paper unpacks how these forms of institutional injustice are perpetuated when basic principles of research are ignored by many supporters of this growing movement. These forms of institutional injustice are perpetuated when researchers, faculty members, students, and practitioners disregard how limitations in the internal and external validity of research used to promote the evidence-supported movement contribute to

false universalistic beliefs and practices. Recommendations for corrective actions are outlined in this presentation. Questions/comments are invited during this presentation.

Michael D'Andrea
Springfield College

A Key Determinant of Resilience: Hurricane Katrina Mississippi Black Women Survivors

This session introduced Hurricane Katrina Mississippi Black Women survivors. Attendees were pictorially shown Katrina's approach and devastation from 2005. From longitudinal case study data which was grounded in narrative theory and womanist orientation the sample of Mississippi Black Hurricane Katrina Women survivors was introduced. The women's plight after the storm was discussed and a description of how they used one aspect of their Womanist orientation, their faith, to move beyond the catastrophe' to become resilient was highlighted. Through audio-taped clips session attendees heard the women's voices as they discussed how their faith helped them move past the category 5 disaster to regain the lifestyles they had before Hurricane Katrina hit.

Ophera Davis
Independent Researcher

Homecoming: Revisiting Therapeutic Spaces for Black Women

The reluctance of Black women to engage in therapy can be historically traced to cultural mistrust and barriers in the therapeutic relationship. In the face of White, heterosexual, male privilege, Black women's experiences of oppression and marginalization are at their intersecting identities (race, gender, class, sexuality, etc.), which adds to the complexities in having to resist hostile environments. Social media platforms and outlets such as "Therapy for Black Girls" provides an online community whereby Black women are equipped with knowledge and resources to further aide their mental health. These spaces also provides avenues whereby Black women are able to feel included and not marginalized. Survival and resistance for Black women means the utilization of spaces and outlets that cater to their needs

Cindy Dike
Gizelle Carr
Ashley Ortiz
Howard University

Fostering Empathy in a Disconnected World: Experiential Learning in Teacher Education

In this presentation, I analyze how preservice teacher educators learned and reflected on an experiential learning assignment, "The Immersion Experience," which required students to have a brief experience in a cultural context that is different from their own. Based on qualitative analysis of 108 essays completed in the fall of 2015, I discuss what students learned about their own identities, values, upbringings and stereotypes, and the value of human interaction as a way of increasing empathy and confronting racism. In

conclusion, I suggest that students need structured, scaffolded learning opportunities for lived experiences with people whose life experiences are different from their own, and for face-to-face, human communication and interactions that open up to new perspectives and possibilities.

Nadine Dolby
Perdue University

The Unruled Female Body: A Quest for Freedom

The Unruled Female Body: A Quest for Freedom is a combination of philosophical and political theory with lived experience. This paper will explore the implicit bias that exists in the treatment of women, and how this affects the personal development of a person. This will be portrayed through my personal experience of growing up in Guatemala, not only with gender bias but as a witness of racial discrimination and significant economic inequalities. The intention is not to reduce the entire existence of a person to their gender but understand the effects of having as a first lens that guides your interaction with a person to be their gender. I will explore what it means for a privileged woman of Guatemala City to attempt to break the conditions that she is subjected to and the realizations that come with it. Lastly, I will describe how through anarchy and community we can find freedom in the collective which provides the liberation needed for an individual to flourish.

María Cristina Fernández Escobar
Boston College

Empowering Teachers to Change their Discipline Practices: An Overview of Empirically Supported Self-assessment Options

Public school students from certain racial/ethnic groups are disproportionately disciplined and excluded from the learning environment. One way to reverse trends of disproportionate, exclusionary discipline is to encourage teachers to self-assess and reflect on their classroom practice. Presenters will describe three options for teachers to use in this context: the Assessment of Culturally and Contextually Relevant Supports, the Culturally Responsive Classroom Management Self-Efficacy Scale, and the Double Check Self-Reflection Tool. Descriptive pilot data from 18 public school teachers in Massachusetts will be presented to demonstrate teachers' responses on the three measures described. Presenters will link these data to implications for educational opportunities (e.g., professional development, coaching) as well as future research, suggestions for instructional practice and policy changes.

Lindsey Fallon
Margarida Veiga
Annisha Susilo
UMASS Boston

Counseling is Multicultural: Norming Best Practices through Training Standards

Counselor personal development is a best practice emphasized to ensure consumers receive ethical and competent services. Current training programs maintain minimal standards and guidance encouraging counselors to engage in effective self-awareness and introspection. Within the field, there exists standards of personal development that have emerged out of expectations specific to multicultural counseling. These standards set guidelines on how counselors can facilitate their personal development through introspection and awareness. Due to the broadening of the definition of multicultural counseling and the need for ethical and competent counseling, this presentation proposes that best practices of personal development, specifically found within the Multicultural Counseling Competencies, be incorporated universally into counseling training programs and professional standards to ensure counseling efficacy.

Jessica Fleming
Bellevue University

Using Student Perception Data to Elevate Student Voice, Inform Professional Development for Teachers, and Guide Interventions for Students in High School in Order to Increase Equity and Access

School climate surveys are often completed to inform interventions and programs however they are rarely used to inform teaching pedagogy and training. They are also rarely disaggregated by ethnicity and therefore give a broad view of student experiences. The Diverse Learning Environments survey from UCLA captures student perception to understand a students' experiences at the college level. This survey was modified to effectively capture the voice of high school students, particularly marginalized voices. The results of this survey were used to inform professional development for a large public high school with a significant Latinx student population and has created an opportunity for teachers to reflect on practices that they otherwise thought were inclusive.

Leandro Galaz
Baylor University

Cultivating Anti-Racist Student Allies and Activists via SJE and YPAR

To achieve positive change urban schools must focus efforts on movement-building driven by initiatives that teach a politically energizing education that covers the history of oppression and resistance while helping students appreciate their own value, intelligence, and potential as political actors (Anyon, 2014). This study examines the processes and impact of combined implementation of social justice education (SJE) and Youth Participatory Action Research (YPAR) in middle classrooms. After supporting teachers through the process of teaching SJE, university researchers partnered with their students to design and implement a YPAR study aiming to uncover systemic oppression within their school. Research findings were utilized to inform change proposals which were presented to various stakeholders.

Eliaquin Gonell
Lance Smith
University of Vermont

Sharing Authority: Teacher's and Students' Experiences of Democratic Science Teaching

The purpose of this study is to explore the experiences of a teacher and her students as the teacher undergoes professional development based on Democratic STEM Teaching (DST) principles. In the program, the DST framework was used as a lens to identify and address an area of focus in the teacher's classroom. Utilizing an ethnographic approach, we examine how the teacher's perceptions of and expectations of her students shift over the course of the year, as well as how her students negotiated and interpreted her instructional practices. Anticipated outcomes include the teacher's changing understanding of her students as agents in their own learning; and the positioning of students as valuable resources for the learning of their teacher and peers.

Cassandra Gonzalez
Megan McKinley-Hicks
Boston College

Perspectives on Sexual Violence among 1.5 and 2nd Generation Mexican American Women

Minimal research has addressed the role of socialization within bicultural contexts on conceptualizations of sexual violence in Mexican American communities. The present study used semi-structured interviews with 19 1.5 and 2nd generation Mexican American women to gain a deeper understanding of the perspectives of sexual violence among this community. Conventional content analysis revealed multiple domains: (1) socialization: sources of education on sexual violence; (2) socialization: family of origin; (3) role of contextual factors; (4) psychological impact of sexual violence; and (5) approaches to seeking help. Findings suggest that conceptualizations of sexual violence are influenced by socialization across contexts, and that bicultural experiences and identity shape how women approach sexual violence. Implications of the findings for research and practice are discussed.

Laura Gonzalez
Jena Gordon Talbot
Usha Tummala-Narra

Casting Absence: Asian Americans in Theater, Film, & Television

American audiences remain unlikely to see Asian-Americans in roles on the stage, large, or small screens (LaForce, 2018). Additionally, within theatre, film, and television, representations of Asians and Asian Americans often carry tokenism and racial stereotype. The purpose, goals, and objectives of this individual presentation are to focus on limited available research documenting the lack of opportunity within theatre, film, and television for Asian American actors. The methodology used to explore these questions will be the Listening Guide Method of Qualitative Inquiry (The Listening Guide) (Gilligan, 1993). Using this method, the goal is to interview Asian American actors in Theatre, Film, and Television to better understand their experiences.

Mathew James Graziano
Seton Hall University

Youth Mentoring in Context: Critically Evaluating Historical, Sociopolitical, Cultural, and Economic Influences

Youth mentoring programs typically match adult volunteers with youth deemed as “at-risk.” Mentoring programs oversee an estimated 2.5 million matches each year, and youth who are referred to mentoring programs are often from marginalized racial, ethnic, and socioeconomic backgrounds. Thus, it is important to critically evaluate the cultural assumptions and power structures of these widespread programs serving some of society’s most vulnerable young people. The goal of this presentation is to overview a comprehensive and critical literature review of youth mentoring and its historical, sociopolitical, cultural, economic, and corporate influences. The presentation will examine explicit and implicit cultural messages being transmitted to mentees, while also discussing the broader societal consequences of predominant power and funding structures of mentoring organizations.

Mathew Hagler
UMASS Boston

The Relationship between Discrimination and Mental Health among Muslim American College Students

Discrimination against Muslim Americans has intensified in the post-9/11 context, as indicated by the increase in hate crimes targeting Muslim Americans and by current policy and rhetoric regarding Muslims reflecting fear and hostility, and experiences of discrimination have been linked to negative mental health outcomes among Muslim Americans. This study sought to expand the literature on the mental health effects of discrimination experiences among 1.5 and second-generation, immigrant-origin Muslim American emerging adults, a subgroup of Muslims in the U.S. raised in the post-9/11 context. Important implications for interventions and research with Muslim American emerging adults will be discussed.

Helen Hailes
Usha Tummala-Narra
Camila Oharriz
Alexina Pilo
Isaac Soldz
Geetanjali Vij
Boston College

Creating Models for Social Liberation in Contemplative Spaces: The Black Lotus Collective

The Black Lotus Collective was founded to create a space where contemplative practice could be used to ground the work of challenging systems of oppression and hierarchy and to create a community for contemplative practice where people from marginalized communities could feel safe, seen, and celebrated. For this talk, I provide first-person phenomenological reports of Black Lotus Collective members in this community and in other contemplative spaces. These reports were synthesized in order to identify the practices that helped the Black Lotus Collective meet its aims. I present these initial results as hypotheses

describing methods for improving contemplative practice and counteracting systems of oppression in contemplative communities.

Grant Jones
Harvard University

Resilience in the face of oppression: How “Veiling and Unveiling Transformed Experiences of Prejudice to Social Justice.

This presentation describes an authentic multicultural narrative of how a critical incident of discrimination set in motion the reemergence of a new ‘cultural being.’ The narrative traces the evolving identity of a Muslim Arab woman and describes how the events of 9/11 served as a catalyst for deeper self-reflection of her racial identity development process, questioning of the cultural necessity of the veil. As a form of social justice, my multicultural narrative has served as a new platform to empower students in schools and clients in clinical settings, helping them to understand how the processes of racial identity formation and experiences of prejudice and exclusion may be utilized for cultural resilience, self-empowerment and to eradicate oppressive forms of injustice.

Jasmine Khamis
Salem State University

Reviving Dreams by Reforming Racial Identities: An Analysis of the Impact Racial Discrimination Among African American Adolescent Girls

This study and therefore presentation focuses on how, specifically, this racial discrimination affects African American adolescent girls. Through an analysis of literature in developmental psychology, the black American racial identity model and racial socialization, reasons for the specific nature of the interviewees were found. Interviews of African American adolescent girls from before and after an intervention-style program intended to teach them about race and race-related issues were analyzed and coded in order to identify the effects of racial discrimination on their identity development. A brief discussion that, given by the findings of this research, outlines the essence of what is needed in order to prevent the internalization of negative societal opinions in the minds of adolescent African American girls.

Mia Knight
Maryam Jernigan-Noesi
Agnes Scott College

The Relationship between Awareness of White Heterosexual Male Privilege and Gun Culture

Gun culture in the United States is loosely linked with White males. This presentation will present the findings from research conducted on the relationship between an individual’s awareness of White Heterosexual Male Privilege (WHMP) and that individual’s attitudes towards gun use. The presentation will consider how this research can inform our work as mental health professionals serving traditionally

oppressed groups as well as members of the White gun culture. It will also explore how we can apply this new knowledge toward establishing best strategies and practices for resistance against WHMP.

Eileen Linzer
Marty Cooper
SUNY – Old Westbury

Constructing and Negotiating STEM Identities through the Integration of Performing Arts and Science: Case studies from a middle school science-theatre program

This study examines historically minoritized middle-school youths' identity development during their participation in a year-long out-of-school-time STEAM program. In the program, youth engaged in science, engineering, and performing arts to create narratives about social-environmental justice issues that were of importance to them. By engaging in and reflecting on the entanglement of performing arts and scientific endeavors, this program sought to provide meaningful science opportunities for youth as well expand notions of what practices count in STEM. Drawing on fieldnotes, semistructured interviews, and youth-generated artifacts, a multiple-case study approach was employed (N=11) to understand if/how the program supported these goals

Megan McKinley-Hicks
Boston College

Disrupting Colorism and Africanism with Junior High Students in a School that Focuses on Social Justice

The authors will present the lessons learned from a disrupting colorism program with junior high students in a roundtable discussion format. The workshop will consist of providing a framework for the colorism program implemented in an elementary school as a pilot. The workshop will focus on presenting the impetus for the program, how the program was developed and lessons learned from facilitating the pilot program. The workshop portion will consist of presenting the brief videos, images, and readings that were introduced to the junior high students and engage the attendees in small group discussion about the materials presented and strategies for next steps.

Nataka Moore
Adler University

Who's Afraid of Interpreting? Considerations for Interpreting Contradictory Accounts of Minority Stress in Semi-Structured Interviews

In this paper, I explore an interpretive approach to analyzing contradictory accounts of minority stress in semi-structured interviews (e.g., participants describing minority stressors but claiming that they do not experience challenges due to their minority statuses). Drawing from semi-structured interviews I conducted with Latinxs with minoritized sexual identities (i.e., gay, lesbian, bisexual, pansexual, and queer) on stress

and coping, I explore the following two related issues: 1) What are some considerations for interpreting such accounts? 2) What are some considerations for evaluating the validity of our interpretations?

Nestor Noyola
Clark University

Toward a New Understanding for LGBTQ Girls in the Juvenile Legal System

The juvenile justice system has attempted to regulate sexuality by deeming certain acts and desires as deviant, illegal, or both. The inherently patriarchal and heteronormative structure of the criminal justice system has been used to leverage control and punishment against girls who do not conform to societal expectations for sexual behavior and/or sexual identity. LGBTQ girls, and particularly LGBTQ girls of color, face stigma and sexual victimization that create gendered pathways for legal system involvement. Specifically, girls who identify as LGBTQ make up 40 percent of the juvenile justice population. Due to their unique challenges, an examination of the literature will be conducted to explore efficacious strategies and clinical interventions for girls of this community.

Ashley Ortiz
Gizelle Carr
Cindy Dike
Howard University

Keeping it Real: Do Social Justice Organizations Disrupt WHMP?

Since Twitter was developed in 2006, it has become one of the most utilized communication platforms. Various social movements have developed on Twitter from #ArabSpring to #BlackLivesMatter, #Metoo to #Resist (PEW Research Center, 2018), which have increased social justice activism. Moreover, in the current social climate, #MAGA is one of the most utilized hashtag, highlighting a continued need to combat white supremacy (Helms, 2016). Many social justice organizations are employing Twitter to express messages of resistance that seek to interrupt racism and WHMP. This poster will explore (1) whether WHMP is being interrupted by organizations that claim to work for social justice and if so (2) the type of content generated by social justice organizations to interrupt or challenge WHMP.

Chelsea Parker
IC-Race Lab

Carla de Cunha
Radia Mchabcheb
Hector Adames
Chicago School of Professional Psychology

Academic Affect Shapes the Relationship between Racial Microaggressions and College Attitudes

Exposure to racial-ethnic microaggressions is negatively associated with persistence attitudes and college satisfaction (Keels et al., 2017). Though academic achievement is positively associated with college attitudes, feelings toward academics (i.e., academic affect) may be a stronger predictor of such attitudes over time. This study examines how academic affect and achievement (i.e., GPA) explain the longitudinal relationship between microaggressions and college attitudes. Parallel mediation analyses revealed that students exposed to more microaggressions during their first year of college report poorer college attitudes after the second year of college. These effects were fully explained by academic affect. Although greater exposure to microaggressions was not related to GPA, microaggression exposure was associated with negative academic feelings, which predicted longitudinal declines in college attitudes.

Tiani Perkins
University of Michigan

Engaging Anti-Racism through Research, Training, and Intervention: A Counseling Psychology Perspective

Counseling Psychology as a discipline is well placed to engage Antiracism in various modalities. Drawing on a life-span focus, and appreciating how contextual factors inform psychological functioning, Counseling Psychology has been at the forefront of incorporating race and culture into training and practice. Within this area of emphasis however, is also the need to attend to systems of racial oppression, and to engage a focus on disrupting oppressive attitudes and structures that have been shown to have a deleterious effect on the health and well-being of people of Color (Pieterse, Todd, Neville, & Carter, 2012). Counseling psychologists practice in a wide range of settings with roles including that of intervention, consultation, research and training. An emphasis on anti-racism can be woven through all domains of counseling psychology practice from psychotherapeutic interventions focusing on racial trauma, organizational level consultation on structural racism and implicit bias, and research targeting psychological outcomes associated with racism and anti-racism advocacy.

Alex Pieterse
University at Albany – SUNY

Masquerade Society: Consequences of Code Switching on Black Women’s Self Concept

This work explores how one Predominantly White Institution of higher education (PWI) encourages –even requires—black women to negotiate their identities (code switch) in order to succeed, revealing the full extent to which being a minority at a PWI impacts participants’ lives, identity formations and self-conceptions. Qualitative analysis of interviews revealed that compulsory code-switching fosters feelings of inauthenticity, an inability to express themselves as they repress certain aspects of their identities, and an active avoidance of paramount social experiences, which hinder identity development. Findings demonstrate the importance of considering intersecting identities in research on identity in educational contexts and challenges the idea that individuals passively accept and conform to others’ perceptions of themselves.

Chanel Jenay Prince
University of Massachusetts - Amherst

Bridging the Divide in the Classroom through a Cultural Humility Paradigm

America's education system is facing a whirlwind of a crisis. This system will have dire consequences for current and future generations of students of Color, particularly black, brown red students. The academic achievement of these students in urban schools is very low. Such students, in fact, are caught in a vicious cycle of hopelessness in school and in the workforce. Cultural Humility is one paradigm for comprehension and creating a framework for solving a problem by stepping through a process sequence while ensuring that every element of the sequence generates desired interim results contributing to an overall successful approach to proficiency for all entities.

Bernard Reese
Worcester Public Schools

Studying the Enactment of Culturally Responsive School Leadership by White Male Principals

K-12 building principals must enact culturally responsive school leadership (Khalifa, Gooden, & Davis, 2016; Khalifa, 2018) to close the achievement and opportunity gaps for black students and students of low socioeconomic status. Critical race theory (Crenshaw, Gotanda, Peller, & Thomas, 1995), the key model (Scott & Robinson, 2001), and culturally responsive school leadership form the conceptual framework for this exploratory phenomenological study. Qualitative data is collected by participant interview, policy analysis, and participant professional social media post review to investigate the enactment or non-enactment of culturally responsive school leadership by 3-10 white male principals in Midwest exurban public schools (Creswell & Creswell, 2018). Results of the study are informative for instructors of education graduate school leadership programs, superintendents, and white male building principals.

Alex Schukow
Eastern Michigan University

The Exploitation of Disenfranchised Communities: Paving the Way for Nationalism

The presentation will discuss how socioeconomically disenfranchised white, majority communities became breeding grounds for hate. These communities face challenges such as job loss, inability to participate in the digital industrialization, and land degradation. The distress wrought by these challenges have been manipulated to pave the way for nationalism to develop in these communities. The presentation will provide a solution that could help combat this problem. Immigrant students through partnership with local universities will collaborate with local governments and business leaders to find solutions for problems that disenfranchised communities face.

Renu Suddapalli
Drake University

Culture Games: The Rationale for a Handbook of Sociocultural Syllabi

The presentation of a Sourcebook in progress categorizes nine author created syllabi within three historical approaches to the psychological study of culture. First, culture has been studied as a process involving the development of human values, that prepare people to survive and thrive throughout life. Next, culture has been considered as an optimal worldview defined by unique claimed or imposed identities like nationalities, races and genders. Third, culture has been examined as a limiting force that if dissolved, would improve group progress. Recognizing these historical trends in the study of cultural diversity leads to three distinct types of courses to cultural sensitivity. The poster format allows for critical analyses of selected syllabi, by multicultural teachers who might use such a source book.

Yvonne Wells
Suffolk University

Timothy Quiñones
Edith Nourse Rogers Memorial Veterans Hospital

Developmental Factors in Mental Health and Help-Seeking among Southeast Asian American Students

Despite a growing body of research on Asian American college students' mental health, Southeast Asian American subgroups are significantly underrepresented in the existing literature. The present study examined the relationships among developmental factors, specifically intergenerational family conflict and ethnic identity, mental health outcomes, such as depressive and anxiety symptoms, and help-seeking attitudes from mental health professionals among Southeast Asian American College students. 105 participants were recruited from various geographical regions in the United States via email invitations, and completed an online survey. Results revealed that family conflict (both the likelihood of occurrence and seriousness of conflict) was associated with negative mental health outcomes. The exploration dimension of ethnic identity was associated with less favorable attitudes towards help-seeking.

Eun Jeong Yang
Rui Du
Yuanming Wang
Pratyusha Tummala-Narra
Boston College

WORKSHOPS

The He(art) Of Healing Through Storytelling and Poetry

The purpose of this workshop is to inform participants of how storytelling and poetry connects to healing, as research and theory demonstrates that these art forms is a tool of empowerment that leaves space for communities to heal. Participants will be engaged in dialogue surrounding issues of trauma, resistance, survival, mental health, racial diaspora, intersectionality, personal identity, and belonging. Through two person exercises, individual writing, and group discussion participants will gather tools to build their skills in storytelling and poetry writing. Utilizing related concepts from poetry therapy, narrative theory, and narrative therapy, participants will learn how to use their lived experiences and transform these aspects into art.

Nicole Abeleda
Boston College

Dianara Rivera
Emerald Publishing

White Fragility: How do you Talk to White People about White Fragility when they are Fragile?

Addressing white fragility is a difficult task as it is often driven by anxiety and rooted in white superiority and entitlement (DiAngelo, 2018). However, it is an essential component of promoting movement towards social justice and inclusion. This workshop will focus on better understanding the concept of white fragility and its impact on stifling authentic conversation around race and racism. Presenters will share how white fragility plays out in our personal and professional lives. Facilitated small and large group discussions will stimulate conversation centered on impact of white fragility on diversity and inclusion efforts, for both Whites and POC. An opportunity to brainstorm steps to build racial stamina will be provided. Keywords: white fragility, racial stamina, diversity, inclusion

Julie AhnAllen
Yvonne Jenkins
Johanna Malaga
Sarah Piontkowski
Boston College

ReVisioning for Increased Equity in the Classroom

Through the process of “reversioning,” I identify and shift key pedagogical choices in my classroom to increase engagement without diminishing rigor. In reversioning, one starts by identifying the objectives of a task, then examining these in relation to larger social structures. Are the goals related to oppressive systems or beliefs? As the process unfolds, the task becomes noticeably changed in order to increase equity. This

workshop will engage participants in the process of revisioning. We will use the space to think through and revision a specific aspect of our work. This workshop will demand that participants examine how their work intersects with systems of societal oppression, and move towards more equitable practices, whether in schools or in other institutions.

Casey Andrews
TechBoston Academy

Resistance is Not Futile. Learning From a Century of Protest

The purpose of this workshop is to create an ongoing dialogue centering on resistance strategies, to inform attendees about their historical impacts, and to promote the development of successful resistance strategies within our communities. It will begin with a brainstorming period in which attendees are encouraged to recall past and current protests. A briefing on the research behind these strategies will follow, which will lead the workshop into future implications of effective protesting approaches. Lastly, the group will be challenged to create their own plans of action centering on personal values and diversity issues that are relevant to the current culture. The intention is to begin the process of decreasing the marginalization that is so prevalent in society today.

Meredith Cain
Rachel Neitzey
Academy of Minority Identity Development and Advocacy

Kindness is Gangster: Kind Words and Gestures as Antidote to Racism

In 1967, Dr. M.L.K., Jr. asked, Where do we go from here? Despite some civil rights' gains, Dr. King lamented freedom over oppression had "grown only a bud and not yet a flower." Then, Black people faced relentless racial subjugation to which Dr. King offered love as the antidote. Today, WHMP still plagues people of color, immigrant and LGBTQ+ friends; represses underserved/under sourced communities. This interactive workshop presents self-study methods to ask: 1) How will men with apparent WHMP respond to a Black woman who extends kindness? 2) How might extending kindness serve as an emotional coping strategy amid escalating racial injustice? Attendees will discover kindness benefits, examine campus-wide kindness campaigns, connect kindness to love, develop kindness action plans.

Danne Davis
Montclair State University

Community Healing and Resistance Through Storytelling: A Framework to Address Racial Trauma in Africana Communities

Racial trauma has chronic effects on the mental health and well-being of Black communities. While individualized models of healing racial trauma have started to amass in the literature, there is a dearth of models that address healing on a community level. Research on storytelling in the African American

community has highlighted emancipatory healing benefits for those experiencing racial trauma. The proposed workshop will present the Community Healing and Resistance through Storytelling (C-HeARTS) framework—a culturally-based framework for using storytelling to address racial trauma. Then, we will present how a university-community collaborative utilizes the framework to engage community healing processes. Finally, utilizing the framework and problem-based learning activities, participants will be encouraged to assess healing processes in their own communities.

Carla Hunter
University of Illinois, Urbana-Champaign

Nkechinyelum Chioneso
Florida A&M University

Resistance Strategies of Non-WHMP Doctoral Students: Surviving the Socialization Process

Doctoral education has been framed through socialization processes to move students towards adopting the established norms of the discipline or field they are entering (Gardner, 2008; Weidman, Tale, & Stein, 2001). As academia has historically been formed for and by white, heterosexual, males of privilege (WHMP) (Patel, 2015; Patton, 2016), the socialization process within doctoral education functions to uphold the WHMP status quo in academia. Minoritized doctoral students engage in both individual and collective resistance against this socialization process, further, decolonial models of postsecondary education encourage a reimagining of the academy (Benton, 2015). In this workshop, participants will engage these issues through reflective exercises, and dialogue to exchange strategies of resistance and explore possibilities for liberatory doctoral education.

Courtney Lloyd
Sara Suzuki
Venus Israni
Boston College

Designing Community-Based Interventions to Empower Ethnically Diverse and Immigrant Individuals

The creation of theory of change and logic models when designing community based prevention and intervention programs can result in collaborative, effective initiatives that inspire positive change in communities and population impacted by racism. This workshop will engage participants in a guided discussion of how to create a theory of change and logic models specifically for programs addressing racism. The workshop leaders will use the Kulula Project curriculum (a mentoring program for Black students in that aims to enhance self-esteem and cultural awareness) as an example intervention. Following this section of the workshop, participants will be invited to engage in discussion regarding the utility of the models for their own work.

Marisol Meyer
Guerda Nicolas
University of Miami

Brief Family Counseling for Asians in Recovery from Serious Mental Health Conditions

Asians Americans with serious mental health conditions (SMHC) and their families experience considerable challenges at the intersection of disability and racial socialization. A needs assessment of Asian families was conducted using focus group data from clients, providers, and family members. Based on this research, a brief Asian counseling program was developed that integrates family psychoeducation and counseling, principles of recovery and rehabilitation, open dialogue, and a social justice framework. This workshop will include the results of the study, provide an overview and description of the program, and interactive exercises to engage attendees in learning the strategies implemented in the program. Utility and feasibility of such a program in the current social climate will be discussed.

Uma Chandrika Millner
Lesley University

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

In this didactic, interactive and dynamic workshop presentation, the presenters will share their experiences committed to gender equity and social justice within our society. They will share parts of their own individual journeys towards recognizing their statuses associated with gender discrimination or privilege then share their thoughts to unpack them, address them and charge movements to remain in the struggle for social justice.

Mathew Mock
John F. Kennedy University

Providing Trainings on Microaggressions in a Macroaggressed Society

Two clinical supervisors discuss the process of designing and implementing institution supported training on diversity and cultural humility with predominantly White audiences. Presenters will outline several themes noted in the development and delivery of these trainings and their experience as Black females presenting this material. This presentation will also describe examples of feedback received at their individual institutions, and compare and postulate with regards to differences and similarities in experiences.

Casandra Page
Aryssa Washington
Regent University

Trauma Informed Self Defense (IMPACT): Healing through finding safety in our own bodies

IMPACT is a Trauma-Informed self-defense program centered on believing that everyone has the right to safety and protection. Participants practice and learn to stop potential attackers with a loud voice, strong stance, and physical moves. This workshop utilizes roleplay-based training to give people physical and

verbal defense skills while remaining calm and focused in potentially unsafe situations. For trauma survivors this program identifies reactions to allow individuals to be more connected with their bodies and build confidence to manage these reactions and regain trust in their bodies. In today's climate dominated by white supremacy culture, IMPACT is committed to giving community groups and individuals the tools to safely intervene when they feel someone is at risk or being discriminated against.

Amanda Reyome
Amanda Li
Rick Jackson
IMPACT

Muslim Youth Voices: Understanding the Impact of Islamophobia on Muslim Students

The normalization of Islamophobia through media, political discourse, and religious illiteracy contributes to identity-based bullying, harassment and discrimination. Studies show that Muslim youth experience bullying at twice the national average. Furthermore, some adults responsible for creating inclusive learning environments may themselves be influenced by widespread assumptions, stereotypes, and misconceptions. In contrast to monolithic portrayals, Muslim students differ along many dimensions, including race, ethnicity, culture, language, socio-economic status, and religiosity, with additional stressors on those with intersectional identities. What can educators and mental health professionals do to support Muslim students and reduce anti-Muslim bias? By interacting with counter-narratives written by Muslim youth, participants will gain insights into the challenges they face and consider interventions.

Barbara Sahli
Muslim Youth Voices Project

Teaching Students about White Identity Development Theory: Reflecting & Assessing Practice in a PWI Classroom

Presentation shares a practice based review of a course taught by an Black faculty at a predominantly white institution (PWI) for undergraduate students in the Human Development Program and as part of a summer intercultural institute for professionals. The evaluations of the class are shared to describe curriculum and pedagogy, as well as their use of theory in the presentation of the course content. Qualitative and Quantitative assessment measures are presented to document outcomes. Curriculum change has led to the inclusion of multicultural issues in some areas of university education. There is concern for the most effective approach for teaching issues given the growing need to develop culturally sensitive White professionals especially given the demographic of my institution and the state. Changing demographic patterns in the United States and globally do not necessarily reflect changes in the power dynamics in society that are reflected in the campus climate. The goal is to provide self reflective analysis and an intentional deconstruction of the curriculum and pedagogical practices used in the teaching a course focus on White identity development theory for university undergraduate students. This presentation will particularly benefit faculty, teachers, trainers and facilitators who are involved in working to address the social construction of whiteness and/or developmental models of White identity development in classroom settings. This session focuses on the different tools for introducing many of the complex aspects of identity

development theories of Bennett, Helms, Hardiman and general human development models of Brofenbrenner and Maslow. This presentation provides three things: specific examples, curriculum development frames for use and cases for group discussion of the application of teaching about whiteness issues such as social constructions, personal identity development, prejudice and privilege. This Presentation assumes a basic understanding of culture, identity development and prejudice.

Sherwood Smith
University of Vermont

Using the Intercultural to Make Whiteness Visible: Supporting Intercultural Learning About Race

Session presents concepts and exercises to prepare student for the intercultural experience in the context of whiteness across cultures. Participants will sample student exercises and discuss the links to both intercultural development and white identity development models as suggested by the presenter domestic and international experiences as faculty and presenter.

Sherwood Smith
University of Vermont

How we get free?: Embodied movement towards interbeing and liberatory praxis

Activism and organizing on micro and macro-levels require challenging deeply ingrained systems of oppression, which often leads to burn out. This 90- minute workshop explores the embodied internal & collective, psycho-spiritual & political work necessary for practitioners to engage emancipatory practice as educators in diverse capacities, i.e., classroom teachers, clinicians, researchers, & leaders. We find that in movements towards liberation, individuals are often fighting intellectually, physically, and spiritually, but rarely with an integrated self and integrated with others. Activism and organizing on micro and macro-levels require challenging deeply ingrained systems of oppression, which often leads to burn out over time. This 90-minute workshop explores the embodied internal & collective, psycho-spiritual & political work necessary for practitioners to engage emancipatory practice as educators in diverse capacities, i.e., classroom teachers, clinicians, researchers, & leaders. Goals for the workshop are to: - present a theoretical framework to describe emancipatory/decolonizing practices for enacting praxes, and - work with participants to draw connections between their inner, psycho-spiritual work to inform responses to our raised questions

Wanda Watson
Wendi Williams
Mills College

STRUCTURED DISCUSSIONS

QTPoC: Decolonizing Higher Education

The purpose of this workshop is inform participants of the barriers that Queer and Transgender People of Color (QTPoC) experience in higher education institutions and explore concepts related to decolonization as a form of anti-oppressive practice. Many QTPoC students affirm that while their institutions use buzzwords which include: diversity, equality, equity, inclusion, intersectionality, and transformation, to recruit QTPoC students and/or brand their image, but when they speak up about the injustices they face within their institution, support is very hard to find. This presentation's objective is to create an interactive space on how to enhance the efficiency of curricula, policies, and services that both meet the needs of QTPoC and align with their intended missions.

Nicole Abeleda
Ryan McElhose
Boston College

Implicit Bias Awareness: A New Paradigm for Change in America

This discussion bridges the relationship between paradigms, implicit biases, and the ways in which an acknowledgement of these practices can help address many challenges facing American families. There are 4 goals: Introduce the juxtaposition of America serving as both a gift and a curse; illustrate the ways in which the concept of the "American family" has evolved; inform the audience of what is meant by the "paradigm;" and establish the normalcy of implicit biases. While implicit biases can have a negative impact, strategies can be used to reduce one's own bias leading to a new American Paradigm. Building on the strengths of America, there are tangible opportunities to practice the presented strategies within the areas of education, families, and communities.

Shannon Bert
University of Oklahoma

Addressing Microaggressions and Implementing Affirmative Health Care for Sexual and Gender Minorities

This experiential presentation focuses on how sexual and gender minority individuals navigate health care settings. The rationale behind the presentation is to facilitate discussion about unintentional microaggressions that occur in a variety of contexts and the prominence they may play in entering healthcare settings. We also plan to discuss ways to respond to improve situations that arise – and to provide education about what a national health care system is already doing in terms of policy and support for LGBT individuals.

Claire Burgess
Julie Weismore
Hannah King
VA Boston Healthcare System; Harvard Medical School

Navigating the Ivory Tower status quo: Resistance strategies of minority faculty and effects on morale

According to the results of the Undergraduate Teaching Faculty: The 2010–2011 HERI Faculty Survey showed that minority faculty endorsed more stress than their White peers (Hurtado et al., 2012). Teaching loads, student, publishing and research demands, review and promotion processes, committee work, and college or university service are common sources of stress for faculty. Intersecting with the status quo of any college or university system are the oft undiscussed racial-cultural dynamics, gender, and sexual orientation in the workplace, and the stressors this creates for minority faculty. At this intersection, isolation and difficulty attaining tenure become symptoms of not feeling understood, higher demands of being the token faculty member, and a general lack of support (CITE).

Lorenzo Campòn
Baruch College, CUNY

Matthew Graziano
Seton Hall University

Integral Theory of Multicultural Counseling and Social Justice Advocacy: Survival-Resistance-Healing

The Multicultural Counseling - Social Justice Advocacy Movement is transforming the awareness, knowledge, and skills of educators and mental health practitioners in our nation. However, the theoretical perspectives related to this movement suffer from a fragmentation that limits this movement from realizing its full potential. To address this shortcoming, this presentation introduces the first comprehensive, integrative, non-fragmented, and truly holistic theory of multicultural counseling and social justice advocacy.

Michael D'Andrea
Springfield College

Decolonizing Internalized Whiteness: A Duo-ethnographic Exploration of Two African-American Scholar-Clinician-Activists

To deeply understand the impact of the internalization of whiteness on their overall sense of wellness, two African-American scholar-clinician-activists, utilize duo-ethnography as a methodology to: 1) explore their understanding of the psycho-cultural impacts of whiteness on their identity; particularly on the multiple identities they hold and social locations they occupy; 2) explore both the implicit/explicit messages received in their earlier development about their identity in juxtaposition to whiteness; 3) discuss how these

implicit/explicit messages manifest intra-psychically and relationally; and 4) explore the psychological, interpersonal-professional challenges of actualizing decolonized identities. Lastly, these scholar-clinician-activists, through the medium of visual psycho-documentaries discuss the multiple implications of the internalization of whiteness and colonization in both scholar-cliniciansactivists' personal narratives, social location, and professional identities.

O'Shan Gadsden
Erica Russell
Norfolk State University

Asian American Leadership and Activism in Academia: Surviving, Healing, Resisting, and Being Visible

Leadership within a WHMP dominant society often pushes up against leadership defined by faculty of color. For Asian Americans, being invisible on campus, not seen as a faculty of color, but expected to perform a "model minority" role, can add another layer of burden to the very real layers of "diversity fatigue." Building on our experiences, we will explore and facilitate a discussion on surviving, healing, and resisting in the academy. This will include: 1) the notion of activist-scholar; 2) costs and benefits of leadership and creating change; and 3) self-care and negotiations of visibility and invisibility and the decision-making process related to standing up or choosing to leave, and how self-care can influence these decisions.

Gagan "Mia" Khera
Curry College

Grace Kim
Boston University

Matt Lee
Northeastern University

Self- and Community Care: Sustainable Social Justice Practices in Academia & Mentoring

We exist in a sociopolitical climate that is characterized by an influx in race-based identity violence. Communities of color, particularly youth of color who are often at the forefront of resistance movements against such violence, are at elevated risk for developing acute and chronic race-based traumatic stress symptomatology. Therefore, during our discussion we will explore how young adults of color cope with race-based violence, how they engage in self- and community care, the necessity of self-reflexivity, and what responsibility we hold as mentors, students, professors, researchers, and providers to facilitate this process. The discussion will challenge participants to consider how they can engage in sustainable activism by helping them identify personally relevant and feasible strategies for self- and community care.

Rebecca Kremens
McLeans Hospital

Hannah Wing
Fordham University

Judelysse Gomez
Connecticut College

An Intervention for Confronting Present Day Symptoms of White Supremacist Systems: Invalidated Racial-Ethnic Trauma and the Egregious Violence of White heterosexual male privilege (WHMP)

Resistance, survival, and healing are required components of rejecting white supremacy culture, in the US, and across the globe. Especially within the current climate of WHMP, marginalized identities are unequivocally discarded. The presenters will challenge the status quo by asking “Who do these systems benefit? Who do they harm? What occurs when the “other” is centered?” Sharing an intervention exposing the violence of WHMP, practicing resistance, survival, and healing, participants of this discussion can expect to learn strategies to transpose the existing framework. Co-creating authentic discourse with the audience will encourage tangible methods of embracing “the other” as a whole identity, and welcomes an alternative practice which activates connection at every intersection of every individual’s identity.

Takia Myers
Abaigea Doherty
Boston College School of Social Work

Accentuating the Positive: Using a Strengths Based Approach in Therapy and Assessment Practices

Conference Proposal: Race, Culture, & WHMP: Survival, Resistance, and Healing in the Current Social Climate
Accentuating the Positive: Using a Strengths Based Approach in Therapy and Assessment Practices
Positive Psychology is the scientific study of the strengths that enable individuals and communities to thrive (positivepsychologyprogram.com). Postmodern theories also work within a positive, forward focused mindset. Each of these therapeutic approaches focus on the strengths the clients bring to the counseling or assessment activity. This presentation will discuss strengths based therapeutic models and how they shape therapy and assessment practices. This discussion will focus on how the models are used in therapy and assessment practices and research and practice experiences. Additionally, a training program model will be highlighted. Professors and students from a program that focuses on these models will discuss their experiences in learning and using these models with diverse populations.

Kristin O’Donnell
Deborah Healy
Kathryn Dunne
John Wyble
Our Lady of the Lake University

Racial Reconciliation and Healing in Higher Education and Criminal Justice

Racial reconciliation and healing can seem like a hopeless endeavor given the threats that Black people and other people of color face by their mere existence. The presenter, in college, discovered a framework of thinking about race and race relations that for the first time gave him hope. This session gives participants an opportunity to also experience this framework by reflecting on challenging questions, network analysis, and social-emotional intelligence principles. The session also highlights ways that college administrators, faith groups, and student organizations can work together to create spaces for healing and growth on college campuses. Space will also be created to brainstorm strategies that participants can use to promote racial healing in their own college or workplace.

Travis Reginal
Urban Institute

Understanding and Overcoming “The Trump Effect” in Schools: Using a Case Study in Racism as Starting Point

The run up to the 2016 presidential election saw an increase in racist rhetoric and instances of public bigotry. The discourse surrounding the election quickly spilled from cable news and social media into American classrooms. Schools across the country saw an increase in politically and racial motivated violence and other disturbances. This study examined the buildup and fallout of a racial incident in a small blue-collar town’s high school that appeared to be influenced by what has been deemed, The Trump Effect (SPLC). This session will explore the findings of this study as well as seek to generate ideas for healing, growing and moving forward.

Donald Siler
University of Saint Joseph

Moving Toward Scholar-Activism: Purpose, Power and Approaches

Institutions of higher education was built by and for economically-privileged white, heterosexual males (Mitchell & Means, 2014; Patton, 2016). This has led to the dominance of detached, supposedly objective epistemologies and research that is rarely disseminated beyond the academe (Calhoun, 2008). Data are extracted from communities, often in an exploitative manner (Huerta, 2018). However, there are scholars committed to countering this dominant way of scholarship through engagement in scholar-activism, or scholarship that is aimed at furthering social justice. In this workshop, we will explore the historical lineage of scholar-activism, engage with contemporary framings of scholar-activism, and use real projects and issues that the workshop facilitators are involved in to guide discussions on strategies and tensions in the work of scholar-activism

Sara Suzuki
Courtney Lloyd
Boston College

The Relationship between Minority Stress, Trauma, and Resiliency in the United States

In the past decade, social media has become a popular outlet to both create and maintain social connections. Additionally, social media has reliably served as a rapid news delivery medium and is the fastest way to express one's feelings and thoughts to a wide variety of audiences. Although there are undeniable benefits that social media can offer, it also comes with many problems that are worth addressing, especially issues that are related to discrimination and prejudice. In this roundtable, we will facilitate a conversation about how social media may promote insidious traumatization amongst minority groups, ways that individuals can protect themselves against the negative effects that come with this constant stress, and, alternatively, how social media might be used to promote support and resiliency. As a framework to this discussion, we will be using the minority stress model (Meyer, 2003) as a framework.

Quynh Tran
Kate Lambos
Emily Sargent
Antioch University New England

Experiences of Sexism and Racism among Women of Color who hold the Doctorate A Heuristic Inquiry

This study will explore experiences related to racism and sexism among women of color with doctorates at PWIs and HBCUs, employing a qualitative research design, framed by Heuristic Inquiry (Sultan, 2019). The team will conduct individual, semi-structured interviews with 8-12 women of color with doctorates, who will serve as co-researchers throughout the study. The data will be analyzed using the steps outlined by Sultan (2019), informed by Moustakas (1990). Data collection and analysis will continue until saturation is reached and no new information is generated. Data interpretation will be grounded in the experiences of the co-researchers, and will be informed by Critical Race Theory and Feminist Theory. The findings will be drafted using the major overarching themes.

Natalie Williams
Chaiqua Harris
Jackson State University

Destini Jones
Rhodes College

What We Can Learn from Transracial Adoption about Societal Race Relations

Most transracial adoptions involve White parents adopting children of color. Transracial adoptive families are affected by adoption-related and racial microaggressions that invalidate their family makeup. In addition, adoptees may feel they cannot discuss experiences of racism with their parents because of perceived White fragility. Adoptive parents who acknowledge racial differences foster more adaptive functioning. Family members with differing racial phenotypes can forge close relationships that transcend societal "othering" of people of color. How transracial adoptive families develop healthy familial

relationships has implications for race relations in general. Participants will explore: (1) White adoptive parents' socialization of adopted children of color, (2) transracial adoptees' experiences with adoption-related and racial microaggressions, and (3) implications of transracial adoption for society.

Hannah Wing
Jennie Park-Taylor
Fordham University

SYMPOSIA

Claiming My Cross-Cultural Experience: I Am Who I Say I Am

Three presenters embodying unique juxtapositions of race and heritage—African yet Black, American yet Haitian, and White American yet raised in an African nation—will explore their experiences with marginalization and belonging. Drawing from literature and personal narratives, presenters will share experiences and strategies for validating, explaining, claiming, and thriving within their cross-cultural identity, in a sociopolitical climate that forces them into categories. Presenters will address nuances of privilege, racial hierarchies that minimize their stories, and tensions that threaten to divide loyalties within families and within themselves. Finally, the discussant will engage the audience in highlighting additional strategies to cultivate a strong and integrated identity in an America built to serve WHMP.

Olufunke Uwuma Felix
Elizabeth Loewer
Cassandra Page
Regent College

Overcoming White Heterosexual Male Privilege (WHMP) In Doctoral-Level Clinical Psychology Training Programs

Two faculty members and a group of doctoral students in a clinical psychology training program discuss their experiences in dealing with white heterosexual male privilege (WHMP) found within the profession. Unfortunately, the multicultural movement in psychology has focused on promoting acceptance of diverse others (i.e., modifying individual attitudes) while ignoring the disruption of systems of power that maintain WHMP. Faculty and students alike discuss the need to include social justice in all training elements, including foundational courses, testing and assessment, experiential courses, and clinical practicum training for service delivery. Strategies for centering social justice issues in order to disrupt WHMP throughout the training program are discussed and critiqued.

Kathy McCloskey
Michael Gale
Brittany Broderick
Katie Burns
Megan Culp
Vincenza Guariniello
Sri Harathi
Gary Huang
Regina Mitossis
Brittany Newman
Nadika Paranamana
Zainab Suara
Aleesha Young
University of Hartford

Red Monster: The impact of sexual abuse and ethnviolence on the lives of African American males.

The experiences of sexual abuse and trauma related stress have a profound impact on the psychological functioning of African American youth in general and Black males in particular. Trauma-induced behaviors are often triggered by ecological systems (e.g., ethnviolence, so called “justifiable homicide” by police offices) that offer no means for managing one’s emotional state. Furthermore, racism and discrimination may exacerbate trauma related symptoms. Moreover, living in a geopolitical environment fueled by heterosexism can trigger trauma related response and increase psychological distress for Black males. However, these men’s behaviors must be understood from a trauma informed and culturally sensitive lens. The goals for this film screening and panel discussion is to raise awareness and illustrate the application of culturally responsive interventions.

Martin Pierre
Jamele Adams
Brandeis University

Ulric Johnson
Transformation Awareness Growth Vision (TAGV)

Mariano Humphrey
Boston Public Schools

Darryl Sweeper, Jr.
William James College

Damon Delano Chambers
Western Michigan University

Coping Strategies: Finding Sisterhood Amidst Rage

Building upon the theme of survival, resistance, and healing, this session offers critical interventions into the current sociopolitical climate through an exploration of lives, literatures, experiences, and cultural texts about and by women of color. Through brief papers examining the lives of refugee women in Vietnamese literature, the politics of representation in the college classroom, and alternate life-affirming possibilities for sibling tennis phenoms, we offer that sisterhood and collaboration is necessary for the survival of academic women of color. Audience members have the opportunity to fully engage with the session’s theme to derive useful coping strategies that all can employ.

Tracyann Williams
The New School

Nina Ha
Virginia Tech

Michelle Hite
Spelman College

POSTERS

Campus Racial Climate and Psychological Distress

This study aims to predict effects of campus racial climate and racial/ethnic identification on self-reported psychological distress and trauma-related symptoms. Racial climate is measured using Perceived Online Racism Scale (Keum, 2016) and Racial Tension subscale from the Cultural Attitudes and Climate Questionnaire (Helm, Sedlacek, & Prieto, 1998). Multiethnic Identity Measure (Phinney, 1992) assessed ethnic identity. Distress is measured using Brief Symptom Inventory (Derogatis & Melisaratos, 1983) and Emotional and Behavioral Reactions to Intrusions Questionnaire (Berry, May, Andrade, & Kavanagh, 2010). Simultaneous regression analysis suggests a significant effect of campus racial climate on students' self-reported level of psychological distress ($R^2 = .268$, $p < .001$) and trauma symptoms ($R^2 = .186$, $p < .001$). Implications for clinical work and future directions for racial trauma research will be discussed.

Alexandra Agiliga
Ramon Garcia
Christina Martin
Katie Kirkinis
Alex Pieterse
University at Albany

Sexual Identity of Down Low African American Men Who Have Sex with Men

African American men who have sex with men (AAMSM) may be at risk for infecting their female partners with HIV. Their sexual identity may be related to their sexual behavior. As a result, it is important for these men to be able to explore their sexual identity. They may feel less comfortable doing so in a climate of overt WHMP. If coming out as gay or bisexual would lead to greater frequency of practicing safe sex, then it seems that sexual identity exploration needs to be encouraged among AAMSM on the Down Low. Mental health professionals who work with these men could facilitate this exploration.

Tyronn Bell
University of Indianapolis

Ambassador Fatigue in Multi-diverse Professionals: Best Practices for Education, Training, and Practice

The proposed poster reviews current trends and implications of Ambassador Fatigue in education, training, and practice. Emphasis is placed on identifying "Best Practices" for building cultural awareness, encouraging resilience in multi-diverse individuals, and discuss opportunities to develop specific strategies and trainings for various professional settings.

Elinor Marie Butay
Pacific University

Young Black Men's Experiences of Aggressive Policing

The effects of disparate policing practices on the physical and psychological wellbeing of young Black men has highlighted this problem as not only a public health and mental health concern, but also as a call to social justice action. The importance of understanding the experiences of the primary targets of such policing can help us better understand the ways that sociopolitical history and government-supported policies perpetuate such disparities and how to respond proactively to those disparities. The purpose of this study was to investigate Black men's lived experiences of aggressive policing to provide an understanding of how inequitable systems of power and oppression are rooted in historical and contemporary social realities that adversely affect the psychological wellbeing of Black men.

Sadie Callwood
William James College

Experiences of Racism and Emotional Well-Being among Multiracial Emerging Adults: Preliminary Findings

The Multiracial population has grown 32% since 2000 (United States Census Bureau, 2011), and Black/White and Asian/White Multiracial people are the two fastest growing subgroups (Pew Research Center, 2015). With growing numbers of Multiracial young people, there is a need for psychologists to better understand their needs. Experiences of racism and microaggressions disproportionately affect racial minorities (Nadal et al., 2014), and discrimination is associated with traumatic stress (Watson et al., 2016) and body image concerns (Cheng et al., 2017; Watson et al., 2012). However, there is little research examining how racism impacts Multiracial populations. This preliminary study examines the associations between perceived discrimination and post-traumatic stress, depressive symptoms, and body image, and that between racial microaggressions and traumatic stress, depressive symptoms, and body image among Multiracial emerging adults.

Emily Joyner
Usha Tummala-Narra
Chomba Muwele
Alexis Jankowski
Ragini Jha
Boston College

Maya Delity
Boston University

Help-seeking, Supports and Stressors Among First-Generation College Students

This study examined the experiences of first-generation (FGS) college students, focusing on barriers to help-seeking, social supports, and sense of belonging, which often are tied to the success of first-generation college students. Participants were twenty-nine first-generation college students who took part in a one-time demographic questionnaire and an in-person interview. Questions included topics such as help-seeking,

social support, stressors, and barriers to success. The interviews were transcribed and coded/analyzed for themes. The results indicated 40% of participants listed finances as a stressor, and that they relied specifically on family for support. Additional themes of empowerment and success will be presented. The findings from this study may assist colleges in better understanding barriers which prevent FGS from seeking help.

Gagan Khera
Kylie Silva
Rachel P. Johansson
Kenya C. Teixeira
Kathleen M. Giffels
Dalymar Ruiz-King
Curry College

Working with Individuals of a Minority Racial or Ethnic Background When Part of the Majority

The therapeutic relationship is the foundation of change within a therapeutic setting and the client's experiences and perceptions can greatly influence that relationship (Levitt, Pomerville, & Surace, 2016). While this is relatively common knowledge, it can still be difficult to see barriers and mitigate strain within that relationship. Griner and Smith (2006) found that clients who were provided specific culturally sensitive therapy had four times the improvement of those provided non-specific culturally sensitive therapy. This poster aims to review literature to integrate understanding of the therapeutic relationship, cultural impact, visible differences, and biases to help White therapists better serve their clients from diverse backgrounds. The research will be completed and analyzed using Consensual Qualitative Research (CQR) (Hill et al., 2005).

Rebecca McCormic
Mixalis Poulakis
Aylin Acosta
University of Indianapolis

Financial Stress, Nativity, and Perceived Well-being among Latinas: A Discussion towards the Immigrant Health Paradox

The Latinx population is the largest ethnic minority group in the United States (U.S. Census, 2015). Although evidence shows how financial stress impacts overall health (Sturgeon et al., 2014), little is known about how financial stressors impacts the perceived well-being of Latinas by nativity. This is crucial given that nativity status may contribute to overall SES (Zvolensky et al., 2017), and the Immigrant Health Paradox (IHP) literature (Markides et al., 2014) suggests nativity differences on overall health (Macmillan et al., 2012; García-Pérez, 2013). Therefore, financial stress by nativity may contribute to the discussion of the IHP. 50% of participants (N=21) were U.S. born. Results highlight cultural factors that contribute to Latinas' perceptions on well-being.

Jennifer Rodriguez
Virginia Commonwealth University

Social Determinants of Health Affecting Medication Assisted Therapy (MAT) for Opioid Dependence

According to the Center for Disease Control and Prevention (CDC), since 2017 the United States has had to grapple with two damaging factors: the decrease in life expectancy and the rise of opioid related deaths in communities of color due to a variety of discriminatory factors. This is both an experiential and literature-confirming review that identifies the gap between current MAT therapeutics and the relevant social determinants of health (SDH) that affect various treatment options for opioid use disorder(s) in marginalized communities of color, with a focus on Washington, DC. Moving away from a biomedical model to a psycho-social-ecological model of care, which incorporates health disparities is the first step towards a care delivery system that can lead to sustained recovery and liberation from addictive behaviors.

Marjorie Williams

Kim Bullock

Georgetown University School of Medicine and Health Sciences