



# **CONFERENCE PROCEEDINGS**

The 20th Annual Diversity Challenge

Goodbye "isms": Hello Future

October 23-24, 2020

Boston College, Chestnut Hill, Massachusetts

# **Diversity Challenge Committee:**

Janet E. Helms, Diversity Challenge Chair

Kahlil DuPerry

Kathleen Flaherty

Susan Ginivisian

Ari Israel

Taylor Stewart

Lianzhe Zheng

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                | 16 |
| Structured Discussions   | 21 |
| Symposia                 | 25 |
| Posters                  | 27 |

## Invited Speakers

*Breaking Free from a Raceless Latinidad: Towards a Future where Many Worlds Fit*  
Hector Adames, Psy.D., Chicago School of Professional Psychology

*Creating Racial Justice and Equity: A Dean's Hopes and Struggles*  
Alvin Alvarez, Ph.D., College of Health and Social Sciences

*Measuring and Confronting Racism: Documenting Race-Based Trauma*  
Robert T. Carter, Ph.D., Teachers College, Columbia University

*Breaking Free from a Raceless Latinidad: Towards a Future where Many Worlds Fit*  
Nayeli Chavez-Dueñas, Ph.D., Chicago School of Professional Psychology

*I love my Blackness and yours: an arts-based model for Black affirmation, White accountability,  
and radical truth-telling*  
Francie LaTour, MA, Lesley University

*Exceptional Mentoring - Beyond Boundaries*  
Kim Nickerson, Ph.D., University of Maryland

*The Impact of resisting or challenging racism on people of color's mental health*  
Karen L. Suyemoto, Ph.D., University of Massachusetts, Boston

*Visioning a future without isms: Foundations for action toward social change*  
Rebecca Toporek, Ph.D., San Francisco State University

# INDIVIDUAL PRESENTATIONS

## **Grassroots organizing to honor Indigenous history: Renaming Columbus Day**

Many know of Columbus Day - a day in celebration of the Italian explorer, Christopher Columbus and his voyage to the Americas in 1492. However, a growing number of states, cities and universities have recognized that Christopher Columbus did not "discover" the Americas - millions of people already inhabited this land. The reality is that Columbus's expeditions to the Caribbean and South America led to colonization, enslavement and genocide of many Indigenous peoples. In 1977, The International Conference on Discrimination Against Indigenous Populations in the Americas, discussed replacing Columbus Day with Indigenous Peoples' Day. The goal of this presentation is to provide recommendations for grassroots change efforts in renaming Columbus Day to Indigenous Peoples' Day to promote social justice and accurately honor history.

Margaret Boyd  
Taylor Hall  
Bridgewater State University (with Simmons University)

## **Self-care and wellbeing on social media for adolescents of color**

The objectives of this mixed-method study are to examine self-care, motivations, and wellbeing in how early adolescents of color access and use social media. We collected 1034 6th-9th grade (aged 11-15) student surveys from two school districts in the Northeast and conducted 35 follow-up interviews. Our study demonstrates that adolescents of color use various methods of self-care on social media, such as using technology for entertainment, exploring relationships and online communities, and coping with stress. Risky social media behaviors (such as viewing violence or emotionally disturbing videos) have been shown to coincide with negative health outcomes, such as poor sleep. Implications for parents, mental health practitioners, educators, and policymakers will be explored.

Linda Charmaraman  
Wellesley Centers for Women, Wellesley College

Neha Lund  
Theresa Xiao  
Tulani Reeves-miller  
Emily Zhai  
Kensy Jordan  
Youth, Media, & Wellbeing Research Lab

## **Reenvisioning School-Family-Community Partnerships: Reflecting on Race Dialogues and Shared Family-Educator Curriculum Development**

Race dialogues have the potential to promote equity in urban educational practices. Participation in dialogues allows for diverse school-community stakeholders to engage in courageous conversations and reflect on how racial power dynamics affect students and families in school communities. In conducting qualitative research, using Critical Race Theory in Education, we sought to explore how dialogues conducted among school community members may impact school climate and promote educational justice. Semi-structured interviews with 11 participants were conducted and analyzed using qualitative content analysis. Findings revealed a variety of participant experiences and learning qualitatively differed by racial identity and depth of personal engagement in the dialogues. Although the race dialogues supported personal growth, connection, trust, and a sense of commitment to school improvement for many, participants described several barriers to change.

Amy Cook  
Abiola Farinde-Wu  
Anna Whitehouse  
Rebecca Troeger  
UMASS Boston

## **Building It Custom: Psychosocial Interventions to Navigate the -ISMs of Higher Education and STEM Inclusion of URMs**

A variety of approaches have emerged to scaffold student performance like bridge programs, undergraduate research, STEM mentoring, and academic support. Traditional STEM education interventions focus on academics, ignoring many psychosocial barriers particular to URM students. The Florida-Caribbean Louis Stokes Regional Center of Excellence (FL-C LSRCE) seeks to enhance the success of URM students in STEM by developing, testing, and disseminating interventions to reduce the impact of stereotype threat and enhance growth mindset despite challenges. Incorporating the voice of faculty and students, institutional factors, and the intersectionality of student populations; customized interventions are developed to target student academic persistence, sense of belonging, and STEM identity. We will explore the institutional level markers and -isms challenged by customized interventions for URM students.

Lawanda Cummings  
University of the Virgin Islands

Jhenai Chandler  
Santa Fe Community College

Danyell Wilson-Howard  
Bethune Cookman University

A. Ross Brooks  
Tallahassee Community College

## **Trauma, Violence and Abuse with Ethnic Populations**

This presentation on Trauma, Violence, Abuse and Ethnic Populations highlights trauma-focused mental health approaches that can be used with ethnic populations. The focus of the presentation is on current theoretical perspectives and evidence-based methods that provide a paradigm for culturally and ecologically appropriate interventions, attentive to the diverse needs of people affected by traumatic experiences. Grounded in empirically-supported trauma treatment techniques and adapted to the complexities of actual clinical practice, the presentation discusses hands-on resources and specific multicultural approaches and trauma interventions that are most relevant for ethnic populations. Innovative, evidence-based-practice that has significantly contributed to enhancing mental health service delivery for ethnic populations provide foundational skills and knowledge about how to conduct culturally informed trauma interventions with ethnic clients.

Priscilla Dass-Brailsford  
The Chicago School of Professional Psychology

## **Reading James Baldwin: The Transformation of White Psychologist**

Abstract Understanding who we are as Americans, especially white Americans, will only come about when we reflect deeply on skin color in America and all its ramifications. This process can be quite painful but it always leads to joy. By going inside oneself in addition to waking up from the fog or dream that is what we call our history and founding as a nation, we can connect to ourselves and to our basic humanity. Only then will we be able to empathize fully with others, with those we have defined as “other”, and realize that needing to be white separates us from each other and from ourselves. And only then will we be able to integrate moral thinking into our American identity. I have become aware that few white Americans have read Baldwin. And that even with all the “diversity training,” unless we reflect deeply and personally, no real change can happen.

Janet Etzi  
Immaculata University

## **Internalized Racism and Shifting Racial Expression among Multiracial Adults**

This study examined the contribution of internalized racism (IR) to the prediction of psychological distress beyond perceived discrimination among 258 multiracial individuals (MI). It also examined the mediating role of IR in the relation between shifting racial expression (SE) and psychological distress. Results indicate IR significantly predicts psychological distress beyond perceived discrimination alone. Results also indicate that the relation between SE and psychological distress can be partially explained by IR, suggesting that SE may not be a multiracial strength as theorized; by contrast, it may represent a behavioral association of

internalized racism. Clinicians/scholars are encouraged to attend to why MI shift expression in response to varied settings as it may indicate internalized racism and psychological distress.

Michael Gale  
University of Hartford

Alex Pieterse  
University at Albany, SUNY

### **Efficacy to Empathy: A call to transform school culture**

The educational landscape is rooted in Eurocentric, data-driven policies and practices and neglect the needs of the historically underrepresented and marginalized student populations(Harrison & Hutton, 2013, Hammond, 2015). Examining how educators use self-efficacy and empathy within the classroom context as well as determining what aspects of leadership are required to create a culturally responsive school culture (Garofalo, Graziano, Mest May, under review). This visionary approach to school leadership, culture and teacher efficacy offers suggestions for leadership and teacher leaders to transform Eurocentric ideas of top down leadership and look to new ways to create a culturally responsive, egalitarian school environment.

Mary Garofalo  
Seton Hall University

### **Teaching Across Differences: Where teaching and counseling meet**

The landscape of education, which is driven by often unaddressed and unchallenged bureaucracy, has largely been outcomes driven, failing to address the social and emotional needs of students. These failures are particularly acute for the historically underrepresented and marginalized students who interact with these oppressive systems. Thus, educators are often called to be “pseudo-counselors” in the classroom, play the role of trusted adult to many students. Because of this academic focus, mental health professionals, who are part of the school staff remain largely out of sight. To bring awareness to the social and emotional needs of marginalized and minoritized students, this presentation proposes ways to bridge the chasm between the (often) siloed academic and social emotional needs of students.

Mary Garofalo  
Matthew Graziano  
Seton Hall University



## **Cultural Competence for Equity and Inclusion: A Framework for Individual and Organizational Change**

The Cultural Competence for Equity and Inclusion (CCEI) framework (Goodman, 2020) can provide a roadmap for cultivating needed awareness, knowledge and skills to create more diversity, equity, and inclusion in services, policies, programs, and organizational cultures. While most models of cultural competency focus on understanding cultural differences, the Cultural Competence for Equity and Inclusion framework utilizes an intersectional perspective to address the larger dynamics of power, privilege, marginalization, and social justice. This model addresses racism and other forms of oppression on individual, group, and systemic levels. It identifies five core competencies and several key competencies within each of the core competencies. The CCEI model can be applied across a variety of contexts and purposes to increase equity and inclusion. Goodman, D. (2020). Cultural Competence for Equity and Inclusion: A Framework for Individual and Institutional Change. *Understanding and Dismantling Privilege*, April, Vol.X/No 1, pp. 5-24.

Diane Goodman  
Private Practice

## **Safe Space or Free Speech? A Controversy of Democratic (Higher) Education**

Over the past five years, there has been unprecedented controversy surrounding the demand for safe spaces on college campuses. On one hand, proponents of safe space argue that minoritized students across axes of difference are at greater risk of harm due to societal and institutional inequity, thereby warranting the institutional action of creating safe spaces. However, free speech advocates argue that the growing trend toward institutionalizing safe space expectations censors dissenting and uncomfortable ideas, limiting the political deliberations required of intellectually rigorous democratic education. This workshop unpacks the safe space vs. free speech controversy, drawing explicit attention to the ways in which each opposing perspective frames race and culture to support their argument for the democratic purpose of higher education.

Samantha Ha  
Boston College

## **Investing in the Future: Syrian Refugee Students in Turkish Higher Education**

Just 3% of refugees globally access higher education due to multiple and intersecting barriers, including language, psychosocial, and structural challenges. This critical ethnographic study, presented by an American-Turkish doctoral candidate and a Syrian university student, examines how a group of Syrian young adults in Turkey have navigated such challenges to invest in their goals amidst precarious legal status and social and cultural marginalization. Data includes questionnaires, in-depth interviews, and photovoice and are analyzed using layered narrative inquiry methods and Norton's investment framework. The

presentation provides useful insights for educators and administrators at both the secondary and tertiary levels to develop better policies, practices, and pedagogies for refugee students.

Melissa Hauber-Özer  
George Mason University College of Education and Human Development

Semah Abdulsalam  
Osmaniye Korkut Ata University

### **How Racial Identity and Coping Can Aid or Disrupt Racial Socialization Efficacy**

Research shows racial socialization messages are powerful and impact prosocial behaviors and psychological functioning in African Americans (Tang, McLoyd, & Hallman, 2016). The process by which different types of racial socialization messages influence psychological functioning, however, are not clear. Further, racial identity and racism-related coping appear to be important byproducts of the racial socialization process (Butler Barnes, Richardson, Chavous, & Zhu, 2019; Hughes, Rodriguez, Johnson, Stevenson, & Spicer, 2006). Using self-report data within moderated mediation analyses, the mediating role of racism-related coping and moderating role of racial identity on the relationships between types of racial socialization messages and psychological well-being. Implications for clinical practice with African American families will be discussed through the use of a family therapy clinical vignette.

Veronica Johnson  
John Jay College of Criminal Justice

Katheryn Roberson  
University at Albany

### **Music Based Mindfulness Intervention to Reduce Anxiety in Marginalized Communities**

Both music and meditation are known to decrease anxiety. However, few investigations have explored the intersection of the two, and explored whether music can be a form of meditation. Furthermore, the intersection of music and mindfulness may have particular relevance for marginalized communities, who may benefit greatly from novel mindfulness tools. This proposed study seeks to test whether music can deliver mindfulness and self compassion to individuals of marginalized identities. Participants in this waitlist control trial will listen to pre-composed music for 14 days in order to raise levels of mindfulness and self compassion, and decrease anxiety. We hypothesize that this music intervention will decrease anxiety, and that this decrease will be driven by increases in both self-compassion and mindfulness.

Grant Jones  
Harvard University

## **Middle School English Learners' Multimodal Digital Storytelling & Remix Culture**

Digital storytelling, a short multimedia form, encourages design thinking and provides students opportunities to reflect on curriculum. This study explores how English learners employed multimodal semiotic resources in digital storytelling to express their experiences and reflect on their learning. To analyze multimodal digital stories, we also created a new methodological framework. The results describe how English learners express themselves and their cultural backgrounds during reflective learning. They often use “remixing,” adding cartoons, icons, and new images to existing products. This study contributes to research on the use of multimodal resources for enriching students’ culturally relevant experiential learning. It also describes a new analytical framework for analyzing digital stories.

Deoksoon Kim  
Jeremy Alexander  
Yan Li  
Yue Liu  
Hehua Xu  
Boston College

## **Analysis of Visual Grammar Approach to Three Bilingual Middle School Students' Digital Stories**

This qualitative study explores how bilingual learners constructed multimodal digital-storytelling at a middle school. We adopted systemic functional visual grammar to analyze visual elements of the stories (e.g. Kress & van Leeuwen, 2006). The results suggest that the visual images and oral narration served as exophoric and endophoric resources for each other. The images also helped improve lexical cohesion by helping to clarify taxonomic relations among the artifacts, activities, and people involved in the capstone project. The images improved cohesion and coherence by serving as themes for the narration texts (Rose & Martin, 2003). The results suggest that visual grammar approach based on SFL-related concepts are effective tools for analyzing digital stories and exploring how they serve as resources for learning.

Deoksoon Kim  
Adam Agostinelli  
Kei Yatsu  
Jingyi Xu  
Yinyun Zhu  
Yezi Zheng  
Boston College

## **Discrimination, acculturation, and well-being: A latent profile analysis of Hispanic immigrants in the United States**

This study explores the heterogeneity of racial discrimination among Hispanic immigrants to create a profile on how experiences of discrimination vary individually and seek to identify the prevalence of acculturative

stress, psychological distress, and somatic complaints among the identified subgroups. Latent profile analysis was conducted followed by multinomial logistic regression. Four classes were identified as Low, Moderate, Disrespect and Superiority, and Chronic Discrimination. Findings show that levels of perceived discrimination, varied by age and gender, may increase the risk of mental disorders and physical health problems, and is also associated with acculturative stress. A transcultural approach not limited to racial identity or nation of origin can be incorporated into future research on minority populations.

Tingyu Li  
Teachers College, Columbia University

### **Impact of Exposure to Heritage Language on Immigrant-Background Adolescents' Relationship with Caregivers**

Research demonstrates that proficiency in heritage language (HL) positively impacts ethnic identity development and perceived parental support in the homes of immigrant-background adolescents, but less is known about the impacts of mere exposure to HL. This presentation will explore a study attempting to answer the following research questions: (a) How does perceived parental support predict the self-esteem and mental health of 1st and 2nd generation immigrant youth? (b) Do levels of perceived parental support differ between homes where English, HL, or HL and English are spoken? Detailed methodology, results, conclusions, limitations, and implications for future research will be discussed.

Marisol Meyer  
University of Miami

### **Children Have the Fairest Things to Say": Teaching for Social Justice with Anti-Bias Books**

This exploratory qualitative case-study aims to illuminate how young children engage in critical discussions of social justice issues such as racial discrimination & prejudice, White privileges, gender discrimination, stereotypes, and gender nonconformity presented in picture books. The project was conducted in cooperation with a White heterosexual female veteran early childhood teacher from a public White-predominant Kindergarten classroom. The findings revealed that young children are active meaning makers and social agents who are capable of understanding and advocating for social justice issues. Hence, avoidance of teaching difficult topics such as race, gender, and sexuality does more harm than good to children – it makes injustice, discrimination, prejudices, and biases unnoticed, unchallenged, and eventually become the social norms in young children's perception.

Alisha Nguyen  
Boston College

## **Perspectives on Careers Among Diverse Adults Living with Psychiatric Disabilities**

Individuals living with serious mental health conditions experience considerable career-related challenges that are further compounded by discrimination and marginalization related to additional minoritized identities. We conducted a preliminary investigation on the intersection of these diverse identities and their relationship to the career development. Five individuals with serious mental illness and diverse racial backgrounds and/or sexual orientations and gender identity participated in a focus group. Data was analyzed using a phenomenological approach by individuals with lived experience of serious mental health conditions. Results revealed that individuals from non-dominant backgrounds experience complex barriers to career success due to the intersections of their identities. Implications of this preliminary exploration and future research direction will be discussed.

Amanda Nutton  
Uma Chandrika Millner  
Lesley University

## **Effect of Mother's education on son preference in Pakistan**

This study aims to explore the relationship between mother's educational level and son preference in Pakistan. Preference for sons over daughters is not unique to Pakistan but has been a long trend in Asia. This study will be unique in its character to use maternal education as independent variable and analyze its impact on son preference (dependent variable) while controlling for other demographic and socio-economic characteristics (mother's age, household wealth, husband's education and place of residence). Pakistan Demographic and health Survey 2017-18 has been used to run the Ordinary Least Square Regression and Multinomial Logistic Regressions to answer the research question. The results from both the models corroborate and confirm that increase in maternal educational level has a negative association with son preference.

Fizza Raza  
Texas A&M

## **Individualistic ideals within collectivist cultures and their impact on student success**

Students from marginalized communities tend to create goals of success based on their individual ideologies. Consequently, the students may not take into consideration the impact on their collectivist culture as it relates to their success. When engaging in basic student success behaviors; such as studying and completing assignments, they may experience difficulties and obstacles from family members and their community. The student's decreased participation in family and community activities may be perceived as abandonment or lack of interest.

Ja Ne't Rommero  
Angel Hall  
Pacific Oaks College

## **A Space for Misunderstanding**

Empathy is an important tool when confronting racism. Turning a blind eye to the struggles white, disenfranchised communities are facing is not a luxury we can afford. While we are looking away, those struggles are being exploited and galvanized into something far more dangerous. We are regressing into an age where racism and hate are being normalized. This presentation will explore how and why empathy is an important tool in confronting racism and how we can better understand the effects of racism on our communities by treating it as a delusion rather than an “ism.”

Renu Suddapalli  
Drake University

## **Contemplative Leadership and Resilience**

This presentation addresses the interiority of the leader and provides a contemplative oriented approach for navigating issues related to racism and implicit bias in the workplace (Bendit-Shtull, 2017; Siegel, 2001). This presentation will introduce evidence- based strategies for using mindfulness to engage in difficult conversations about white privilege and inequities with heartfulness and compassion (Magee, 2016). Contemplative practices are not only transformative for the individual practitioner but they have practical implications in the workplace ((Wheatley, 2005). The presentation will discuss implications of reflective practices on the organization and demonstrable ways that leaders can use their practice to shape a more mindful and equitable work culture.

DeMarsay, Thulani  
Fielding Graduate University,

## **“Talk to the hand”: The politics of refusal and Black women’s boundary-setting in work/career**

This study explores the experiences of Black women and their enactment of refusal tactics in response to intersecting racial and gender microaggressions in a professional context. More and more Black women and girls are speaking out about the ways they are mistreated in the popular culture and their personal lives. Through the lens of labor and work performance expectations through the US labor context, the current study provides a useful framing of negative work experiences, as well as explores a possible empowering coping strategy. We used digital focus groups to investigate how black women enact refusal in the workplace. Presenters will share their experiences conducting this work and link these data to implications for future research.

Wendi Williams  
Nicole Kelly  
Mills College, School of Education

Ismail Bushra  
Boston University

## **Effects of Peer Social Support on Chinese Adolescents' Psychological Well-being during the COVID-19 Pandemic**

The current study explores the effectiveness of a virtual peer social support intervention program on Asian adolescents' perceived cultural stereotypes, intercultural effectiveness, and anxiety levels influenced by the anti-Asian bias during the COVID-19 pandemic. Each Chinese participant receives the virtual intervention of peer social support called Chat-Pal for four weeks. Half of the participants receive the intervention from Chinese students who are studying abroad while the other half receive the support from Americans high school students. The current study is the first to investigate the effectiveness of peer social support on Asian adolescents in coping with upcoming cultural and psychological challenges caused by the pandemic.

Qingyi Yu  
Syracuse University

Le You  
The Ethel Walker School

# WORKSHOPS

## **Healing Justice: Healing Arts & Mindfulness for Mental Health and Liberation**

The purpose of this workshop is to share theories and research-based applications of ancestral healing arts that support the mental health and holistic healing of Black, Indigenous, and People of Color. Participants will explore yoga/meditation, along with chakra energy systems and aligned African cosmologies to experience how these philosophies and practices can promote an immediate sense of spaciousness and internal rebalancing of energy. We will engage in dialogue about the connection of self-healing practices to collective liberation from oppression, actively inquiring together what it takes to create a new (inner and outer) world. Through individual, small group, and large group exercises and discussions, participants will gain a deeper understanding and tools to harness their energies and gain access to internal states of equilibrium.

Melissa Alexa  
Cultural Fabric

Uma Chandrika Millner  
Lesley University

## **High Achieving Students of Color Perceptions' of Support at a PWI**

As a group, Salem State University African American students have surpassed the general population in their six-year graduation rates which contradicts what occurs on a national level. A national study conducted by NPR using data from the National Student Clearinghouse, found that African American students who entered college in 2012 had a six-year completion rates of 41%. Based on this finding, African American students at SSU have a six-year graduation rate that is 21% above the national average for African American students. The researchers conducted a qualitative study to understand, from an asset-based perspective, how students of color at Salem State describe and perceive the University's resources in relation to their academic achievement.

Lee Brossoit  
Kathleen Neville  
Salem State University

## **Continuing the National Discussion of Race, Justice, and Peace**

Counselors, psychologists, and other mental health professionals can play important roles in addressing and preventing the adverse psycho-social impact that racism, racial discrimination, Xenophobia, and other forms of oppression (e.g., sexism, heterosexism, classism, ageism, ableism, etc.) have on people's lives. To assist



these professionals in becoming more aware and knowledgeable of what can and is being done in various communities across the United States to address these issues, several faculty members from different universities initiated the “Continuing the National Discussion on Race, Peace and Justice Project.” This project involves sponsoring a series of 2-hour Town Hall meetings that focus on a broad range of issues related to race, justice, and peace in our nation.

Michael D’Andrea  
Springfield College

### **Decolonizing Asian Mental Health: Expanding Discourse on Stigma, Intersectionality, and Cultural Appropriation**

Anti-Asian racism has become publicly apparent through the COVID 19 pandemic, bringing to light the need to systematically address this concern for Asian mental health. The dominant discourse of “stigma” of mental illness in Asian American communities centers around the incongruence of Asian values with mental health treatment. This discourse will be interrogated through the framework of historical colonization, orientalism and subsequent experiences of racism. In this workshop, we will highlight Asian cultural values, emphasize historically-embedded patterns of resistance and illuminate the perpetuation of neocolonialism through mindfulness, meditation, and yoga. Strategies to address the matrix of domination that affects the mental health of the diverse Asian American communities will be presented through storytelling, case examples, small group discussions, and role-plays.

Uma Chandrika Millner  
Lesley University

Mihoko Maru  
Boston University

Aliya Ismail  
University of Miami

Urmi Chakrabarti  
Private Practice

### **The Cost of Misdiagnosis: Culturally Informed Considerations for Autism and Mental Health**

Cultural beliefs impact our perception, experience, and management of disability. When individuals with autism spectrum disorder seek care, their understanding of the disorder and their treatment choices are influenced by their culture. To better serve this population in a culturally sensitive way, recommendations for individuals with ASD who are members of the Latinx, Indian, and African American communities will be explored. Due to the variability in interpretation of ASD across cultures and high rates of misdiagnosis, it

is important for mental health professionals to humbly engage and consider culturally-informed recommendations for these individuals.

Alexandra Melchiorre  
Soujanya Chetluru  
Rachel Heckaman  
Susan George  
Wright State University

**Asian Americans Rising Up and Speaking Out: Lifting Up Social Justice in Times of Virus” (In Dedication to Dr. Jean Lau Chin - Theme - Social Justice & Ongoing Historical Repair: Race, Culture, Diversity & Keeping Heroic Healers among Us)**

The global pandemic in current times has re-exposed xenophobia impacting the mental and social wellness of those seen as Asian and Asian American. For all of us, race, culture, class and social diversity are inextricable aspects of our work in mental health. So are the traumas of racism, social “othering” and systemic oppression. A frame of social justice is central for our contributions presently, for the future and referencing the past. This time period underlines how the health and wellness of one is integrally tied to that of others. The virus of the pandemic further exposed the virus of racism, xenophobia, all the more against Asians and Asian Americans. These relational forms of inequities against those seen as Asian is not new but historical. During this presentation, there will be a revisiting of historical as well as current inequities and their impact on multicultural communities including Asian Americans. Most importantly, social movements and relational practices, including those by psychologists, to confront and heal from the “virus” of xenophobia will be presented. Finally, our taking care of our own personal wellness as psychotherapists, as “soul healers” will be presented. This presentation will be made in honor of Dr. Jean Lau Chin, EdD. With Dr. Chin as my primary editor with Evie Garcia and Art Blume, I wrote a chapter titled “Asian Americans: Rising Up and Speaking Out for Greater Equity”. This will be published by Praeger appearing in a three volume series “The Psychology of Inequities” in December 2020.

Mathew Mock  
John F. Kennedy University

**The Unspoken “-Isms” of Sexual Violence: An Intersectional Interrogation of Response Inequities**

Sexual violence impacts every community. Racism, sexism, and misogyny pose additional barriers for survivors and/or victims of violence who seek services. Medical providers and law enforcement would benefit from training on how to approach survivors with empathy. The presenters will center the survivor by asking, “What was your experience in reporting? Who responded and how? What were the outcomes of the response?” Examining case examples from 1960-2020, the presenters will prompt audience members to say

goodbye to a society of -isms that normalizes sexual violence. Co-creating solutions with the people in the room, we believe in the future, devoid of sexual violence!

Takia Myers  
Abaigeal Doherty  
Boston College

### **Vetting and Letting go! Uncovering Hidden isms in Children's Literature**

Building a world without oppression starts in childhood and children's literature is an important teacher. It is essential for adult care givers to critically analyze children's books to uncover hidden biases found therein (Wolf, 2004). A theoretically grounded process for vetting both highly acclaimed and newer children's books is shared. Lenses for this critique include criteria for literary and visual merit (Bromley, 1996), analyzing a book for isms (CIBC, 1994), and using critical literacy questions of relative power (Kohl, 1994; Mendoza & Reese, 2001). Ideas regarding how books can contribute to sustaining, uncovering, or disrupting dominant paradigms are discussed (Mendoza & Reese, 2001). A framework developed to support young children as they begin to critically analyze books for themselves is shared.

Janet Navarro  
Grand Valley State University

### **Taking the "ism" Out of Diagnostic Labels**

Conference Proposal: Goodbye "isms" Hello Future! Taking the "ism" out of Diagnostic Labels As individuals are seen in psychological clinics throughout our nation, they are often given a diagnosis and treatment planning ensues based on that diagnostic label. The American Psychological Association has adopted a person first, non-handicapping language as a best practice method for working with individuals. This concept of person-first is also seen in practices within positive psychology. Our presentation will discuss positive, strengths based therapeutic models. Discussions will focus on how these models inform and shape therapy and assessment practices and take the focus off an individual's "ism" or diagnostic label. The idea of intersectionality will be discussed which examines the multiple roles or identities people hold and the fact that these "isms" don't eclipse other aspects of identity and self-identity.

Kristin O'Donnell  
Deborah Healy  
Bernadette Hassan-Solorzano  
Our Lady of the Lake University

## **Providing Racially Responsive Perinatal Mental Health Treatment: The Racial Identity Social Interaction Model**

Women of color, specifically Black and Latina, receive worse obstetric care than their White counterparts and Black women are three times more likely to experience severely negative health and mental health outcomes during their perinatal experience. In contrast, the majority of perinatal mental health providers are White women. This workshop is designed to promote racially responsive mental health treatment through the framework of Helms's Racial Identity Social Interaction Model (RISIM). The RISIM highlights the role and impact of differences in racial identity development across uneven power relationships such as therapy. Workshop attendees will learn about elements of racially responsive and unresponsive perinatal mental health therapy, identify ways to address racial dynamics that occur in therapy, and develop an action plan for promoting their own racial identity development.

Stephanie Thrower  
Thrower Consulting and Therapy

## **Beware the Colonization of Equity**

“Every institution is exquisitely designed to replicate itself” (M. Gladwell, 2002, *The Tipping Point*). “To decolonize our minds,...where is the clear image of a decolonized society we are to emulate? There isn't one. Yet if we are to free ourselves, we need practical steps.” (S. Newcomb, 2018, article). We must interrogate how each of us “...colludes with the existing system in small ways every day, even those among us who see ourselves as anti-racist radicals,” (bell hooks, 2003, *Teaching Community: A Pedagogy of Hope* Routledge, New York & London, pg. 35). This highly interactive session will interrogate why after so many years, there is still inequity in higher education within the context of Laenui's (2006) processes of decolonization.

Catherine Wong  
Boston College

Jacquelyn Reza  
DeAnza College/USF

# **STRUCTURED DISCUSSIONS**

## **How to Leverage Your Privilege for Racial Justice in an Election Year**

Every institution has a component that impacts racial justice work. But can you identify what components in your respective institution dismantles racism or enables racism. 2020 is an election year. There have been several policies in the current administration that has enabled racism and have had negative impacts for people of color. To be a true advocate of racial justice one must recognize where they are making change and where they are enabling. This presentation will allow you to get comfortable with privilege and use privilege in ways that promotes change and provides justice, especially in an election year.

Kahilda Lloyd  
Kahilda Nicole Speaks

## **"Let's talk." Promoting Courageous Conversations in a University Context**

Building on work done through a Teaching, Advising, and Mentoring grant at Boston College (McQuillan, Homza, & Flores, 2018), the proposed session aims to highlight reasons why the Singleton & Hayes framework offers a promising strategy for undoing oppressive practices within LSEHD with the overall intent of eliciting LSEHD faculty support to formally endorse “courageous conversations” as a practice to be enacted school-wide according to faculty professional discretion.

Patrick McQuillan  
Aaron Coleman  
Boston College

## **SEL is “WEIRD!” Centering Culture and Diversity in Social and Emotional Learning**

Although there has been some theoretical musing as to how social and emotional learning curricula can be made applicable and useful for children of color, very few programs have made these ideas actionable. SEL must be culturally relevant in order to ensure that children can fully benefit from SEL curricula and further, to ensure the socioemotional competencies they are learning do not stem only from Eurocentric value systems. This discussion will explore (a) why culture and diversity should be central to the field of SEL, (b) methods for centralizing culture and diversity in research and intervention, and (c) the implications and barriers to prioritizing culture and diversity when partaking in SEL work.

Marisol Meyer  
Ceewin Louder  
University of Miami

## **Schooling in a World without Isms**

This structured discussion is focused on envisioning what schools would look like in a world without discrimination and isms. Conversations about schools generally focus on ways to disrupt the current system but not always on what would replace it. This discussion will begin with a brief examination of the current school system in which systemic discrimination and isms toward marginalized groups of students has been pervasive. In small groups, participants will create a model of what an ideal school would look like without isms. Participants will then share their models for ideal schools and discuss one thing they can do presently to create their ideal schools.

Nicholl Montgomery  
Haerin Park  
Boston College

## **Trauma, Resilience, and Intersecting Oppressions: Toward a Future shaped by Trans People of Colors as Cultural Creators**

What would the future be like if we could re-imagine it from the liminal positions of trans people of colors (TPOC)? In a world built on colonization, structural racism and cissexism, TPOC endure constant violence and discrimination. Despite this, and despite alternate futures they have kept alive throughout history, TPOC are often erased from conversations about oppression and liberation. We will center TPOC perspectives as we facilitate a structured discussion about trauma and resilience among TPOC. Following a cultural analysis of images of TPOC in popular culture (e.g., Paris is Burning, RuPaul's Drag Race), participants will discuss themes including intersecting oppressions, covert cultural sexual abuse, and ways practitioners can support a future shaped by the resilience and imagination of TPOC.

Katherine Rice  
Quynh Tran  
Susana Gomez  
Raynalde Schagen  
Antioch University New England

## **Rethinking Centers and Margins: Dismantling Racism as Foreign-Born Women of Color in Education**

The theory of intersectionality posits that a person's multi-dimensional identities must be understood within the context of how systems of power and social structures impact their experiences (Crenshaw, 2018). With 15 years of professional experience between them, the discussants exist at the intersections of race, gender, age, and other identities within the education system in the United States (U.S.). As voices often advocating for diversity and equity, intentional nuance, and critical feedback in predominantly White spaces, these discussants will use the structured discussion to address the strengths of being rooted in multiple cultures

and identities, the challenges of being a person of color in historically White educational spaces, and explore the empowerment of communities of color within educational systems.

Tanvi Shah  
Efe Shavers  
Boston University

### **Supporting students of Color through racist experiences at a PWI: Faculty approaches**

Three women faculty members in an undergraduate psychology department at PWI will discuss how we went back into our respective classrooms, ranging from a large introductory lecture course to a smaller upper-division course, after a series of racist incidents on the campus. Our experiences varied from former Department Chair to untenured faculty, a non-Black faculty of Color and two White faculty, trying to balance different roles and divergent student perspectives while respecting students of Color and their experiences. We will share our experiences and would love to have a discussion with the audience on how to best create a more inclusive, anti-racist campus community.

Rachel Steele  
Yuki Okubo  
Michele Schlehofer  
Salisbury University

### **Transracial Adoptees' Experience of and Coping with Isms**

Most transracial adoptees are children of color adopted into White families. Despite growing up in White families and extended communities, they are still perceived as people of color. Transracial adoptees are subjected to several isms related to their multiple marginalized statuses, compromising their physical and psychological safety and identity development. This is further complicated for Asian adoptees navigating the current coronavirus pandemic. However, transracial adoptees are often ill-equipped to cope with microaggressions and discrimination, as many adoptive parents may avoid or limit discussions of race and racism. Participants will explore: (1) transracial adoptees' intersectional experience of isms; (2) White adoptive parents' role in helping transracial adoptees cope with isms; and (3) strengths-based, culturally responsive approaches working with transracial adoptive families.

Hannah Wing  
Jennie Park-Taylor  
Fordham University

## **Clinical Case Conceptualization: When A Multicultural Approach is the Rule, not the Exception**

Clinical psychology interventions in the U.S. were developed within the historical context of sexist Caucasian, Western, colonial hegemony, and thus cannot be applied to all individuals in the same way. We discuss how to design clinical case conceptualizations that always take into account multicultural aspects for every mental health client, as a standard matter of course. We present solutions that address discriminatory practices centered around biological sex, gender, race, ethnicity, country of origin, sexual orientation, and other marginalized identities. We help solve the problem of ineffective and sometimes harmful mental health service delivery by addressing the unexamined biases of providers. We then envision how clinical case conceptualizations would appear when multicultural competency is the rule, and not the exception.

Aleesha Young  
Kathy McCloskey  
University of Hartford



## **SYMPOSIA**

### **Black Students' and Clinicians' Self-Care and Coping in the Face of Perceived Racism**

Exposure to racism and racial systematic oppression and isms, including micro- and macroaggressions, is salient within the therapeutic alliance as part of students' training, and in professional settings. This study seeks to understand the types of racial microaggressions and perceived racism experienced by Black professionals and graduate students practicing in the mental health field. Participants revealed racially oppressive experiences and that perceived macroaggressions at the societal and institutional levels contributed to experiences of being dismissed, discouraged from attaining academic success, invisibility, and marginalization. Keywords: racial microaggressions, racial macroaggressions, students, professionals, clinical training, multicultural training, systemic oppression.

April Harris-Britt  
Tahlia Bragg  
Angelina Prince-Jeffers  
Keesha Cameron  
Noa Wax  
Fielding Graduate University

### **Enhancing Culturally Responsive Practice in a School District**

This symposium presents a unique examination of how educators across a district understand and implement culturally responsive practice (CRP) through five integrated studies of a single school district. Gay (2018) points to the need for CRP. She shows that there are consistent levels of student achievement over time for various racial and ethnic groups, but at the same time, there is a wide variation of individual performances within each group. Confronting these inequities requires a coordinated, thorough approach to organizational learning in order to alter the institutional and individual dispositions and practices that contribute to these gaps. We explored how school districts respond to the need for their organizations to be culturally responsive and how the educators understand this call. Each member of our research team examined a unique facet of school district practice that has the potential to influence how educators understand the expectation to be culturally responsive.

Sarah McLaughlin  
Tina Rogers  
Boston College

### **...And Justice For All (Actually): Exploring the Impact and Eradication of –Isms**

Oppressions plague the United States, carrying psychosocial, socioeconomic, and other implications for non-majority group members while still impacting majority group members. One can observe particular forms of ethnocentrism, nativism, racism, heterosexism, trans-negativity, and sexism in the West, as they are influenced by Eurocentric worldviews that restrict the boundaries of identities that are valued as well as acceptable behaviors. Multiple groups are impacted, with some being affected more intensely due to intersecting oppressions. This symposium uses Bronfenbrenner's Ecological Systems Model (1979) to explore the current social climate of the United States and imagine a U.S. that is devoid of the forms of oppression discussed. Finally, it will offer recommendations for ushering in this new reality and how it benefits everyone.

Ashley Riley  
Ashley Ortiz  
Courtland Douglas  
Gizelle Carr  
Howard University

## POSTERS

### **Ethnic Minority Patients' Outcomes in an Efficacy Trial of Cognitive-Behavioral Treatments for Anxiety, Mood and Related Disorders: Preliminary Evidence**

Evidence-based psychological treatments (EBPTs) are the gold-standard of care for treating common mental health difficulties, such as anxiety, depression, and related disorders (Rachman, 2009). However, few EBPTs have established empirical support for racial and ethnic minorities (Huey, Tilley, Jones & Smith, 2014) and where research exists, studies have produced mixed results on both anxiety and depression primary outcomes and on treatment attendance and attrition (Carter et al., 2012; Horrell, 2008). The present study plans to address this gap in evidence by examining treatment attrition and outcomes for ethnic minority (n = 43) and White (n = 136) patients. This study consists of secondary analyses from a randomized controlled trial comparing two cognitive-behavioral treatments for common mental health disorders.

Amantia Ametaz  
Harvard School of Public Health

### **Reducing Violence Against Black Transgender Women**

Violence, including fatalities, against Black transgender women is a major issue. According to the Human Rights Campaign (n.d.), Black transgender women make up the majority of victims of transgender persons. The purpose of this proposal is to discuss how researchers and mental health practitioners can help reduce this violence.

Tyronn Bell  
University of Indianapolis

### **Beyond medicalized healthcare: Achieving social justice in recovery from severe mental illness through community-based interventions**

The goal of this qualitative study is to understand the factors and gaps in the continuum of care among FEP patients. Chile is the first middle-income country that offers universal access for mental health to individuals with FEP. In Chile's culture, individuals with serious mental illness such as FEP often experience ableism due to health care disparities, discrimination, and mental health stigma. This study highlights how people with FEP report a significant need to reintegrate into society, but due to limited investment in developing programs and poor collaborative efforts between the education institutions and prospective employees, FEP patients face relapses and poor outcomes. Designing a program that reduces ableism in Chilean society could improve the continuum of care among FEP.

Liz Calderon  
New York University

## **Structural Stigma as a Form of Systemic Oppression: Analysis of Policy Interventions**

Despite the significant progress made within the healthcare system, structural stigma remains a significant barrier to the successful implementation of a community-model of mental health services. Moreover, structural stigma excludes people with severe mental illness from their rightful and full participation in society, highlighting a need for critical consideration of structural stigma as a form of systemic oppression. The goal of our qualitative analysis was to understand structural stigma as a contextual moderator of the efficacy of policy interventions to better implement comprehensive and community-based models for mental health care. Semi-structured interviews and focus groups were conducted with policymakers, community mental healthcare managers, mental health professionals, patients, and family members. Implications for culturally-sensitive interventions will be presented.

Karen Choe  
Lea Silvert  
Malik Sehr  
Libby Collier  
Teachers College, Columbia University

## **Radical Self-Care in the Face of Racially Induced Stress**

The changing dynamics of American politics has increased stress among the lives of minorities. Equal rights, right to justice, and access to resources have been jeopardized. The resulting chronic stress has severely impacted their well-being as evidenced by increased rates of depression, anxiety, and post-traumatic stress disorder. Radical healing has emerged as a response to encourage minorities to resist oppression and fight for their freedom. It integrates principles such as collectivism, critical consciousness, radical hope, strength and resistance, and cultural authenticity and self-knowledge. This poster will provide a review of current literature and identify principles of radical healing, provide strategies that may be used within the context of clients and community, and propose areas for future research.

Soujanya Chetluru  
Walter Garcia Hernandez  
Susan George  
Wright State University

## **Women's help-seeking in India: Identification of existing gaps in mental health literature**

Women in India comprise over a third of all female suicides in the world and is the leading cause of death in Indians aged 15-29. Research on help-seeking in Indian women is vastly lacking, and the little that exists suggests women tend to seek informal help from friends and family and formal care from psychiatric services, faith-healers, general medical practitioners, and alternative medical practices. Barriers to seeking help include stigma, lack of resources, awareness and symptom recognition, with deficits in identification of

the need for treatment emerging as an important barrier. This poster addresses help-seeking patterns, obstacles Indian women encounter, and recommendations to increase mental health help-seeking behaviors and proposed areas for future research.

Avantika Gupta  
Mara Neel  
Susan George  
Wright State University

### **Creativity, Curiosity, and Science Engagement for Marginalized Youth**

Despite efforts to address the underrepresentation of marginalized populations in STEM, the gap remains. Science-based afterschool programs supplemented with a purpose component have had some success in addressing these concerns, such as in the present study. Researchers gathered data from interviews with high-school-aged students from racially, ethnically, and socioeconomically diverse backgrounds in a science-based afterschool program with a purpose component. These students reported high levels of creativity and curiosity, particularly in relation to science. Creativity and curiosity are critical facets of engagement, which suggests that this program could uniquely foster a science identity. This could contribute to a demographic change in STEM fields and have implications on the way we foster creativity, curiosity, and engagement in science for youth programs.

Madeline Reed  
Lily Konowitz  
Brenna Lincoln  
Belle Liang

### **A culturally sensitive approach to conduct disorder**

Disproportionate rates of conduct disorder in Black and Latinx communities negatively affects young lives. Multisystemic Therapy is a more holistic approach to diagnosing and treating these populations. This poster reviews and evaluates past literature regarding the overdiagnoses of Black and Latinx adolescents, and provides intervention strategies that address systemic factors.

Anthony Sumpter  
Walter Garcia Hernandez  
Susan George  
Wright State School of Professional Psychology

## **Familismo and mental health discrimination in Latin America: Implications for the treatment of severe mental illness in the Latinx community in the United States**

The goal of our qualitative analysis was to understand the sources of discrimination faced by those with severe mental illness (SMI) in Latin culture, and how these interact with family culture. Focus groups discussions were conducted with individuals with SMI and family members. Familistic cultural norms were found to lead to substantial family involvement in caregiving, yet patients felt outcast by both immediate and extended family members due to their diagnosis. Family members also experienced affiliative discrimination from society. Designing a culturally-sensitive mental health intervention in the Latin context will require a consideration of how to overcome discriminatory attitudes in order to allow patients to receive the full benefits of social support from their strong family ties.

Charisse Tay  
Tingyu Li  
Danielle Tal  
Columbia University

Ashley Feng  
City College

Supriya Misra  
New York University

Phuong Thao Le  
John Hopkins University

## **Understanding Racism at PWIs: Ethical and Impactful Data Collection from Marginalized Populations**

To understand the experiences of students of color at small PWIs, interview data is a vital supplement to quantitative surveys. It can bring quantitative data to life for college administrators. However, researchers must mitigate harm caused to participants who recount negative experiences. In our research, all interviews are conducted by students of color. Our participants receive financial compensation for “invisible labor” (educating administrators about oppression). Our data analysis team is diverse; we openly discuss our positionality. We pay careful attention to confidentiality given that participant identity can be inferred within such a small population. Thus far, data suggests students of color experience fatigue and isolation as a result of facing or avoiding daily microaggressions, and find relief in multicultural spaces.

Connie Wolfe  
TC Morris  
Nicole Morris  
Muhlenberg College