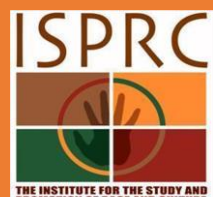


DIVERSITY CHALLENGE 2019

Presenter Program Final 10/7/19)

The Institute for the Study and Promotion of Race & Culture



Diversity Challenge Program Outline

FRIDAY, OCTOBER 25, 2019

8:15am-9:00am	REGISTRATION & CONTINENTAL BREAKFAST <i>Murray Room, Yawkey Center</i>
9:00am-9:15am	WELCOME/ANNOUNCEMENTS <i>Murray Room, Yawkey Center</i>
9:30am-11:00am	CONCURRENT SESSION I
11:00am-11:10am	BREAK
11:10am-11:15am	OPENING REMARKS ANA MARTÍNEZ-ALEMÁN, ASSOCIATE DEAN BOSTON COLLEGE, LYNCH SCHOOL OF EDUCATION <i>Murray Room, Yawkey Center</i>
11:15am-12:45pm	INVITED SPEAKERS ^{*(1.5 CEs)} RAQUEL MUÑIZ CASTRO, PH.D., JD - BOSTON COLLEGE DENA SAMUELS, PH.D. - PRIVATE PRACTICE <i>Murray Room, Yawkey Center</i>
12:45pm-1:45pm	POSTER SESSION I / NETWORKING LUNCHEON <i>Murray Room, Yawkey Center</i>
2:00pm-3:30pm	CONCURRENT SESSION II
3:30pm-3:45pm	BREAK
3:45pm-5:15pm	INVITED SPEAKERS ^{*(1.5 CEs)} R. GABRIELA BARAJAS-GONZALEZ, PH.D. - NEW YORK UNIVERSITY MARYAM JERNIGAN-NOESI, PH.D. - AGNES SCOTT COLLEGE <i>Murray Room, Yawkey Center</i>

***These programs are co-sponsored by the Massachusetts Psychological Association (MPA) and the Institute for the Study and Promotion of Race and Culture (ISPRC) at the Carolyn A. and Peter S. Lynch School of Education at Boston College. MPA is approved by the American Psychological Association to offer Continuing Education (CE) for psychologists. MPA maintains responsibility for the program. Attendees of this program will be awarded credits.**

Diversity Challenge Program Outline

SATURDAY, OCTOBER 26, 2019

8:15am-9:00am	REGISTRATION & CONTINENTAL BREAKFAST <i>Murray Room, Yawkey Center</i>
9:00am-9:15am	WELCOME/ANNOUNCEMENTS <i>Murray Room, Yawkey Center</i>
9:30am-11:00am	CONCURRENT SESSION III
11:00am-11:10am	BREAK
11:10am-11:15am	REMARKS / UPDATES <i>Murray Room, Yawkey Center</i>
11:15am-12:45pm	INVITED SPEAKERS ^{*(1.5 CEs)} PHILLIPE COPELAND, PH.D. - BOSTON UNIVERSITY BEN HERZIG, PSY.D. - PRIVATE PRACTICE <i>Murray Room, Yawkey Center</i>
12:45pm-1:45pm	POSTER SESSION II / NETWORKING LUNCHEON <i>Murray Room, Yawkey Center</i>
2:00pm-3:30pm	CONCURRENT SESSION IV
3:30pm-3:45pm	BREAK
3:45pm-5:15pm	INVITED SPEAKERS ^{*(1.5 CEs)} JIONI LEWIS, PH.D. - UNIVERSITY OF TENNESSEE RAHUL SHARMA, PSY.D. - PRIVATE PRACTICE <i>Murray Room, Yawkey Center</i>
5:30pm-7:00pm	CLOSING REMARKS / RECEPTION *Sponsored by the ISPRC Advisory Board

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DIVERSITY CHALLENGE 2019: FRIDAY SCHEDULE

- 8:15am-9:00am** **Registration and Continental Breakfast**
Murray Room, Yawkey Center
- 9:00am-9:15am** **Welcome/Announcements**
- 9:30am-11:00am** ***Concurrent Session I***

Training Professionals to Resist WHMP	
9:30-11:00am	<p>1A. Structured Discussion</p> <p>Bert, Shannon – University of Oklahoma</p> <p style="text-align: center;"><i>Implicit Bias Awareness: A New Paradigm for Change in America</i></p>
	<p>1B. Individual Presentation</p> <p>Bagdasaryan, Sofya – CSU Los Angeles</p> <p style="text-align: center;"><i>Using Critical Race Theory and Structural Racism Frameworks to Teach Macro Practice</i></p>

Counseling Practices Against WHMP	
9:30-11:00am	2A. Individual Presentation Fleming, Jessica – Bellevue University <i>Counseling is Multicultural Norming Best Practices through Training Standards</i>
	2B. Structured Discussion O’Donnell, Kristin; Healy, Deborah; Dunne, Kathryn; & Wyble, John W. – Our Lady of the Lake University <i>Accentuating the Positive: Using a Strengths Based Approach in Therapy and Assessment Practices</i>

Acting Against Separation and Marginalization	
9:30-11:00am	3A. Individual Presentation Dolby Nadine – Purdue University <i>Fostering Empathy in a Disconnected World: Experiential Learning in Teacher Education</i>
	3B. Structured Discussion Burgess, Claire; Weismoore, Julie; & King, Hannah - VA Boston Healthcare System <i>Addressing Microaggressions and Implementing Affirmative Health Care for Sexual and Gender Minorities</i>

Organizing Against WHMP	
9:30-11:00am	<p>4A. Individual Presentation</p> <p>Parker, Chelsea – IC-Race Lab; & de Cunha, Carla; Mchabcheb, Radia; & Adames, Hector - Chicago School of Professional Psychology</p> <p style="text-align: center;"><i>Keeping it Real: Do Social Justice Organizations Disrupt WHMP?</i></p>
	<p>4B. Structured Discussion</p> <p>Suzuki, Sara; & Lloyd, Courtnye – Boston College</p> <p style="text-align: center;"><i>Moving Toward Scholar-Activism: Purpose, Power and Approaches</i></p>

Freedom and Social Liberation	
9:30-11:00am	<p>5A. Individual Presentation</p> <p>Jones, Grant – Harvard University</p> <p style="text-align: center;"><i>Creating Models for Social Liberation in Contemplative Spaces: The Black Lotus Collective</i></p>
	<p>5B. Individual Presentation</p> <p>Suddapalli, Renu – Drake University</p> <p style="text-align: center;"><i>The Exploitation of Disenfranchised Communities: Paving the Way for Nationalism</i></p>
	<p>5C. Individual Presentation</p> <p>Fernández, María Cristina Escobar – Boston College</p> <p style="text-align: center;"><i>The Unruled Female Body: A Quest for Freedom</i></p>

WORKSHOPS

9:30-11:00am	<p>Hunter, Carla - U. of Illinois Urbana-Champaign; Chioneso, Nkechinyelum - Florida A&M University</p> <p style="text-align: center;"><i>Community Healing and Resistance through Storytelling: A Therapeutic Framework for Healing Black Communities</i></p> <p>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.</p> <p style="text-align: right;">*CE's Offered (1.5)</p>
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9:30-11:00am	<p>AhnAllen, Julie; Jenkins, Yvonne; Malaga, Johanna; & Piontkowski, Sarah – Boston College</p> <p style="text-align: center;"><i>White Fragility: How Do You Talk to White People about White Fragility when They are Fragile</i></p> <p>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.</p>
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11:00am-11:10am BREAK

11:10am-11:15am Welcoming Remarks

INVITED PANEL	
<p>11:15am-12:45pm YAWKEY CENTER MURRAY ROOM</p>	<p style="text-align: center;">Combating WHMP in Powerful Places</p> <p>Raquel Muñiz Castro, JD, Ph.D. – Boston College <i>Immigration Law and Undocumented Students' Fates in a Time of Uncertainty</i></p> <p>Dena Samuels, Ph.D. – Private Practice <i>Mindfulness in the Workplace: Mitigating Biases and Supporting Inclusive Leadership</i></p> <p style="text-align: right;">*CEs Offered (1.5)</p>

POSTER SESSION I / NETWORKING LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Bell, Tyronn – University of Indianapolis
Sexual Identity of Down Low African American Men Who Have Sex with Men

Butay, Elinor Marie – Pacific University
Ambassador Fatigue in Multi-diverse Professionals: Best Practices for Education, Training, and Practice

Callwood, Sade - William James College
Young Black Men's Experiences of Aggressive Policing

Lahens, Lydje - T1D Exchange, Inc.
Cultural Humility Strategies to Improve Diabetes Outcomes for Haitian Patients

McCormic, Rebecca; Poulakis, Mixalis; & Acosta, Aylin - University of Indianapolis
Working with Individuals of a Minority Racial or Ethnic Background When Part of the Majority

Rodriguez, Jennifer - Virginia Commonwealth University
Financial Stress, Nativity, and Perceived Well-being among Latinas: A Discussion Towards the Immigrant Health Paradox

Williams, Marjorie; & Bullock, Kim – Georgetown University
Social Determinants of Health Affecting Medication Assisted Therapy (MAT) for Opioid Dependence

2:00pm-3:30pm

Concurrent Session II

Schools Combatting WHMP	
2:00-3:30pm	<p>1A. Individual Presentation Gonell, Eliaquin; & Smith, Lance – University of Vermont</p> <p style="text-align: center;"><i>Cultivating Anti-Racist Student Allies and Activists via SJE and YPAR</i></p>
	<p>1B. Structured Discussion Siler, Don – University of St. Joseph</p> <p style="text-align: center;"><i>Understanding and Overcoming “The Trump Effect” in Schools: Using a Case Study in Racism as a Starting Point</i></p>

Resilience Against Systems	
2:00-3:30pm	<p>2A. Individual Presentation Khamis, Jasmine – Salem State University</p> <p style="text-align: center;"><i>Resilience in the Face of Oppression: How “Veiling and Unveiling” Transformed Experiences of Prejudice to Social Justice</i></p>
	<p>2B. Structured Discussion D’Andrea, Michael – Springfield College</p> <p style="text-align: center;"><i>Integral Theory of Multicultural Counseling and Social Justice Advocacy: Survival-Resistance-Healing</i></p>

Educators and Culturally Competent Practices	
2:00-3:30pm	<p>3A. Individual Presentation</p> <p>Moore, Nataka – Adler University</p> <p style="text-align: center;"><i>Disrupting Colorism and Africanism with Junior High Students in a School that Focuses on Social Justice</i></p>
	<p>3B. Individual Presentation</p> <p>Schukow, Alex – Eastern Michigan University</p> <p style="text-align: center;"><i>Studying the Enactment of Culturally Responsive School Leadership by White Male Principals</i></p>

Female Resistance and Resilience	
2:00-3:30pm	<p>4A. Individual Presentation</p> <p>Davis, Ophera A. – Independent Researcher</p> <p style="text-align: center;"><i>A Key Determinant of Resilience: Hurricane Katrina Mississippi Black Women Survivors</i></p>
	<p>4B. Individual Presentation</p> <p>Prince, Chanel – University of Massachusetts, Amherst</p> <p style="text-align: center;"><i>Masquerade Society: Consequences of Code Switching on Black Women's Self Concept</i></p>

Supporting Youth in School Context	
2:00-3:30pm	<p>5A. Individual Presentation</p> <p>Agudelo Acevedo, Felipe; & Cole, Donna - Simmons University</p> <p style="text-align: center;"><i>Race Matters: Impact of School Discipline on U.S. Youth Incarceration Rates</i></p>
	<p>5B. Individual Presentation</p> <p>Fallon, Lindsay; Veiga, Margarida; & Susilo, Annisha – University of Massachusetts - Boston</p> <p style="text-align: center;"><i>Empowering Teachers to Change their Discipline Practices: An Overview of Empirically Supported Self-Assessment Options</i></p>

Identity Integration, Art, and Media	
2:00-3:30pm	<p>6A. Individual Presentation</p> <p>McKinley-Hicks, Megan – Boston College</p> <p style="text-align: center;"><i>Constructing and Negotiating STEM Identities through the Integration of Performing Arts and Science: Case Studies from a Middle School Science-Theatre Program</i></p>
	<p>6B. Individual Presentation</p> <p>Graziano, Matthew – Seton Hall University</p> <p style="text-align: center;"><i>Casting Absence: Asian Americans in Theater, Film, & Television</i></p>

WORKSHOPS

2:00-3:30pm	<p>Andrews, Casey – TechBoston Academy</p> <p style="text-align: center;"><i>Revisioning for Increased Equity in the Classroom</i></p> <p>Through the process of “revisioning,” I identify and shift key pedagogical choices in my classroom to increase engagement without diminishing rigor. In revisioning, one starts by identifying the objectives of a task, then examining in relation to larger social structures. Are the goals related to oppressive these 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.</p>
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2:00-3:30pm	<p>Meyer, Marisol; & Nicolas, Guerda – University of Miami</p> <p style="text-align: center;"><i>Designing Community-Based Interventions to Empower Ethnically Diverse and Immigrant Individuals</i></p> <p>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.</p>
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<p>2:00-3:30pm</p>	<p>Page, Cassandra; & Washington, Aryssa – Regent University</p> <p><i>Providing Trainings on Microaggressions in a Macroaggressed Society</i></p> <p>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.</p> <p style="text-align: right;">CE's Offered (1.5)</p>
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3:30pm-4:00pm

BREAK

<p style="text-align: center;">INVITED PANEL</p>	
<p>3:45-5:15pm YAWKEY CENTER MURRAY ROOM</p>	<p style="text-align: center;">Resisting WHMP's Impact on Children</p> <p>R. Gabriela Barajas-Gonzalez, Ph.D. – NYU Langone Health <i>Applying a Community Violence Framework to Understand the Impact of Immigration Enforcement Threat on Latino Children</i></p> <p>Maryam Jernigan-Noesi, Ph.D. – Agnes Scott College <i>Raising Resisters: Caretaking Practices to Promote the Healthy Development of Diverse Youths Across the Lifespan</i></p> <p style="text-align: right;">*CEs Offered (1.5)</p>

DIVERSITY CHALLENGE 2019: SATURDAY SCHEDULE

- 8:15am-9:00am** **Registration and Continental Breakfast**
Murray Room, Yawkey Center
- 9:00am-9:15am** **Welcome / Announcements**
- 9:30am-11:00am** **Concurrent *Session III***

WHMP's Influences on Systems	
9:30-11:00am	1A. Individual Presentation Linzer, Eileen; & Cooper, Marty Aaron – SUNY Old Westbury <i>The Relationship Between Awareness of White Heterosexual Male Privilege and Gun Culture</i>
	1B. Structured Discussion Myers, Takia; & Doherty, Abaigeal – Boston College <i>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)</i>

Research Resistance	
9:30-11:00am	<p>2A. Individual Presentation</p> <p>Pieterse, Alex – University at Albany - SUNY</p> <p style="text-align: center;"><i>Engaging Anti-Racism through Research, Training, and Intervention: A Counseling Psychology Perspective</i></p>
	<p>2B. Individual Presentation</p> <p>D’Andrea, Michael – Springfield College</p> <p style="text-align: center;"><i>Resisting the Empirically-Supported Movement in Education and the Mental Health Professions</i></p>
	<p>2C. Individual Presentation</p> <p>Noyola, Nestor – Clark University</p> <p style="text-align: center;"><i>Who’s Afraid of Interpreting? Considerations for Interpreting Contradictory Accounts of Minority Stress in Semi-Structured Interviews</i></p>

Learning from Each Other	
9:30-11:00am	<p>3A. Individual Presentation</p> <p>Hagler, Matthew – UMASS Boston</p> <p style="text-align: center;"><i>Youth Mentoring in Context: Critically Evaluating Historical, Sociopolitical, Cultural, and Economic Influences</i></p>
	<p>3B. Structured Discussion</p> <p>Wing, Hannah; & Park-Taylor, Jennie – Fordham University</p> <p style="text-align: center;"><i>What We Can Learn from Transracial Adoption about Societal Race Relations</i></p>

Surviving, Resisting & Healing	
9:30-11:00am	<p>4A. Individual Presentation</p> <p>Dike, Cindy; Carr, Gizelle; & Ortiz, Ashley – Howard University</p> <p style="text-align: center;"><i>Homecoming: Revising Therapeutic Spaces for Black Women</i></p>
	<p>4B. Individual Presentation</p> <p>Knight, Mia; & Jernigan-Noesi, Maryam – Agnes Scott College</p> <p style="text-align: center;"><i>Reviving Dreams by Reforming Racial Identities: An Analysis of the Impact Racial Discrimination among African American Adolescent Girls</i></p>
	<p>4C. Individual Presentation</p> <p>Chock-Goldman, Jess – NYU School of Social Work</p> <p style="text-align: center;"><i>The Interplay of Culture and Adolescent Suicidality: High-Achieving Adolescents, Acculturation and Suicidality</i></p>

How Teachers Combat WHMP	
9:30-11:00am	<p>5A. Individual Presentation</p> <p>Gonzalez, Casandra; & McKinley, Megan – Boston College</p> <p style="text-align: center;"><i>Sharing Authority: Teacher's and Students' Experiences of Democratic Science Teaching</i></p>
	<p>5B. Individual Presentation</p> <p>Galaz, Leandro – Baylor University</p> <p style="text-align: center;"><i>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</i></p>
	<p>5C. Individual Presentation</p> <p>Reese, Bernard – Worcester Public Schools</p> <p style="text-align: center;"><i>Bridging the Divide in the Classroom through a Cultural Humility Paradigm</i></p>

Minority Stress, Microaggression, and Mental Health	
9:30-11:00am	<p>6A. Individual Presentation</p> <p>Lai, Kynthia – Beth Israel Deaconess Medical Center</p> <p style="text-align: center;"><i>Subtle Racism as Trauma: Understanding the Effects of Microaggressions on Black Americans' Mental Health</i></p>
	<p>6B. Structured Discussion</p> <p>Tran, Quynh; Lambos, Kate; & Sargent, Emily – Antioch University New England</p> <p style="text-align: center;"><i>The Relationship Between Minority Stress, Trauma, and Resiliency in the United States</i></p>

Surviving, Resisting & Healing	
9:30-11:00am	<p>7A. Individual Presentation</p> <p>Gonzalez, Laura; Gordon Talbot, Jena; & Tummala-Narra, Usha – Boston College</p> <p style="text-align: center;"><i>Perspectives on Sexual Violence among 1.5 and 2nd Generation Mexican American Women</i></p>
	<p>7B. Structured Discussion</p> <p>Williams, Natalie; Harris, Chaiqua – Jackson State University; & Jones, Destini – Rhodes College</p> <p style="text-align: center;"><i>Experiences of Sexism and Racism among Women of Color who hold the Doctorate: A Heuristic Inquiry</i></p>

WORKSHOPS

9:30-11:00am	<p>Millner, Uma Chandrika; & Zhu, Xiaorui – Lesley University</p> <p style="text-align: center;"><i>Brief Family Counseling for Asians in Recovery from Serious Mental Health Conditions</i></p> <p>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.</p>
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<p>9:30-11:00am</p>	<p>Abeleda, Nicole – Boston College; & Rivera, Dianara - Emerald Publishing</p> <p><i>The He(art) of Healing through Storytelling and Poetry</i></p> <p>The purpose of this workshop is to inform participants of how storytelling and poetry connects to healing, as research and theory demonstrates that these artforms 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.</p>
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<p>9:30-11:00am</p>	<p>Mock, Matthew; & Rasbury, Robbin – John F. Kennedy University</p> <p><i>Resisting Influences of Power, Patriarchy and Gender Inequity via Recognition of Social Location, Intersectionality and Alliance Building</i></p> <p>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.</p> <p style="text-align: right;">*CE's Offered (1.5)</p>
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<p>9:30-11:00am</p>	<p>Parker, Chelsea – IC-Race Lab; Maddie, Denisha; Manley, Claire; & Adames, Hector - Chicago School of Professional Psych.</p> <p><i>Confronting WHMP: Re-Imagining Racially-Conscious Mentoring of White Students</i></p> <p>White racial identity development (WRID), the process by which whites become racially conscious and actively seek to abandon racist ideologies, ultimately contributes to white accountability in greater systemic change (Helms, 2008). In a political time where White Heterosexual Male Privilege (WHMP) is the norm of white supremacy, there is a shortage of white individuals advanced in their racial identities who can help other whites work on their own racial identity development. Due to white responsibility to develop WRID, this proposed workshop suggests that healthy WRID occurs when an individual forms relationships with both REMM (Racial and Ethnic Minority Mentors) and white peer-mentors or Anti-racist White Associates Keeping Engaged (AWAKE; Hirsch, Parker, Goertz, Chavez & Adames, 2015).</p>
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<p>9:30-11:00am</p>	<p>Smith, Sherwood – University of Vermont</p> <p><i>Teaching Students about White Identity Development Theory: Reflecting & Assessing Practice in a PWI Classroom</i></p> <p>Presentation shares a practice based review of a course taught by a 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.</p>
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9:30-11:00am	<p>Lloyd, Courtney; Suzuki, Sara; & Israni, Venus – Boston College</p> <p><i>Resistance Strategies of Non-WHMP Doctoral Students: Surviving the Socialization Process</i></p> <p>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.</p>
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SYMPOSIA

9:30-11:00am	<p>Felix, Uwuma; Loewer, Elizabeth; & Page, Cassandra – Regent University</p> <p><i>Claiming My Cross-Cultural Experience: I Am Who I Say I Am</i></p> <p>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.</p>
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9:30-11:00am	<p>Williams, Tracyann – The New School; Ha, Nina - Virginia Tech; & Hite, Michelle - Spelman College</p> <p style="text-align: center;"><i>Coping Strategies: Finding Sisterhood Amidst Rage</i></p> <p>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.</p>
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11:00am-11:10am BREAK

11:10am-11:15am Remarks

INVITED PANEL	
<p>11:15am-12:45pm YAWKEY CENTER MURRAY ROOM</p>	<p style="text-align: center;">Standing Up to the Politics of WHMP</p> <p>Phillipe Copeland – Boston University <i>BLM: Health Justice and Racial Capitalism</i></p> <p>Ben Herzig, Psy.D. – Institute for Social Policy and Understanding <i>Addressing the Psychological Needs of American Muslims in Today's Sociopolitical Atmosphere</i></p> <p style="text-align: right;">*CEs Offered (1.5)</p>

POSTER SESSION II / NETWORKING LUNCHEON

12:45-1:45pm

MURRAY ROOM / YAWKEY CENTER

Agiliga, Alexandra; Garcia, Ramon; Martin, Christina; Kirkinis, Katie; & Pieterse, Alex -
University at Albany, SUNY

Campus Racial Climate and Psychological Distress

Bell, Tyronn – University of Indianapolis

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

Butay, Elinor Marie – Pacific University

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

Callwood, Sade - William James College

Young Black Men's Experiences of Aggressive Policing

Joyner, Emily; Tummala-Narra, Usha; Muwele, Chomba; Jankowski, Alexis; Jha, Ragini;
& Delity, Maya – Boston College

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

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

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

Lahens, Lydje - T1D Exchange, Inc.

Cultural Humility Strategies to Improve Diabetes Outcomes for Haitian Patients

Rodriguez, Jennifer - Virginia Commonwealth University

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

Williams, Marjorie; & Bullock, Kim – Georgetown University

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

2:00pm-3:30pm

Concurrent Session IV

Academia and Social Justice Practices	
2:00-3:30pm	<p>1A. Individual Presentation</p> <p>Wells, Yvonne – Suffolk University; & Quinones, Timothy - E.N. Rogers Mem. Veterans Hospital</p> <p style="text-align: center;"><i>Culture Games: Rationale for a Handbook of Sociocultural Syllabi</i></p>
	<p>1B. Structured Discussion</p> <p>Kremens, Rebecca – McLean Hospital; Wing, Hannah – Fordham University; & Gomez, Judelysse – Connecticut College</p> <p style="text-align: center;"><i>Self- and Community Care: Sustainable Social Justice Practices in Academia & Mentoring</i></p>

Surviving Higher Education	
2:00-3:30pm	<p>2A. Individual Presentation</p> <p>Perkins, Tiani – University of Michigan</p> <p style="text-align: center;"><i>Academic Affect Shapes the Relationship between Racial Microaggressions and College Attitudes</i></p>
	<p>2B. Structured Discussion</p> <p>Abeleda, Nicole; & McElhose, Ryan – Boston College</p> <p style="text-align: center;"><i>QTPoC: Decolonizing Higher Education</i></p>

Reconsidering Criminal Justice	
2:00-3:30pm	<p>3A. Individual Presentation</p> <p style="text-align: center;">Ortiz, Ashley; Carr, Gizelle; & Dike, Cindy – Howard University</p> <p style="text-align: center;"><i>Toward a New Understanding for LGBTQ Girls in the Juvenile Legal System</i></p>
	<p>3B. Structured Discussion</p> <p style="text-align: center;">Reginal, Travis – Urban Institute</p> <p style="text-align: center;"><i>Racial Reconciliation and Healing in Higher Education and Criminal Justice</i></p>

The Leaders of Tomorrow	
2:00-3:30pm	<p>4A. Structured Discussion</p> <p style="text-align: center;">Campón, Rebecca – Baruch College; & Graziano, Matthew – Seton Hall University</p> <p style="text-align: center;"><i>Navigating the Ivory Tower Status Quo: Resistance Strategies of Minority Faculty and Effects on Morale</i></p>
	<p>4B. Structured Discussion</p> <p style="text-align: center;">Khera, Gagan – Curry College; Kim, Grace S. - Boston University; & Lee, Matt – Northeastern University</p> <p style="text-align: center;"><i>Asian American Leadership and Activism in Academia: Surviving, Healing, Resisting, and Being Visible</i></p>

Racial Socialization and Identities	
2:00-3:30pm	<p>5A. Individual Presentation</p> <p>Capehart, Peyton; & Jernigan-Noesi, Maryam – Agnes Scott College</p> <p style="text-align: center;"><i>Racial Socialization: Factors that Influence White Students' Perceptions of Race and Racism</i></p> <p>5B. Structured Discussion</p> <p>Gadsden, O'Shan; & Russell, Erica – Norfolk State University</p> <p style="text-align: center;"><i>Decolonizing Internalized Whiteness: A Duo-ethnographic Exploration of Two African-American Scholar-Clinician- Activists</i></p>

People of Color Facing WHMP	
2:00-3:30pm	<p>6A. Individual Presentation</p> <p>Hailes, Helen; Tummala-Narra, Usha; Oharriz, Camila; Pilo, Alexina; Soldz, Isaac; & Vij, Geetanjali – Boston College</p> <p style="text-align: center;"><i>The Relationship between Discrimination and Mental Health among Muslim American College Students</i></p>
	<p>6B. Individual Presentation</p> <p>Yang, Eun Jeong; Du, Rui; Wang, Yuanming; & Tummala-Narra, Usha – Boston College</p> <p style="text-align: center;"><i>Developmental and Contextual Factors in Mental Health among Southeast Asian American College Students</i></p>
	<p>6C. Individual Presentation</p> <p>Colgan, Courtney; Shah, Tanvi; Tummala-Narra, Usha; Fatima, Tooba; & Khosla, Gayatri – Boston College</p> <p style="text-align: center;">Identity, Discrimination, and Resilience of Muslim American College Students</p>

WORKSHOPS

<p>2:00-3:30pm</p>	<p>Reyome, Amanda; Li, Adriana; & Jackson, Rick– IMPACT</p> <p><i>Trauma Informed Self Defense (IMPACT): Healing through Finding Safety in our Own Bodies</i></p> <p>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.</p>
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<p>2:00-3:30pm</p>	<p>Sahli, Barbara – Muslim Youth Voices Project</p> <p><i>Muslim Youth Voices: Understanding the Impact of Islamophobia on Muslim Students</i></p> <p>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.</p>
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2:00-3:30pm	<p>Cain, Meredith; & Neitzey, Rachel – Academy of Minority Identity Development and Advocacy</p> <p><i>Resistance is Not Futile. Learning from a Century of Protest</i></p> <p>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.</p>
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2:00-3:30pm	<p>Smith, Sherwood – University of Vermont</p> <p><i>Using the Intercultural to Make Whiteness Visible: Supporting Intercultural Learning about Race</i></p> <p>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.</p>
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<p>2:00-3:30pm</p>	<p>Davis, Danne – Montclair State University</p> <p style="text-align: center;"><i>Kindness is Gangster: Kind Words and Gestures as Antidote to Racism</i></p> <p>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/undersourced communities. This interactive workshop presents selfstudy 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.</p>
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<p>2:00-3:30pm</p>	<p>Watson, Wanda; & Williams, Wendi – Mills College</p> <p style="text-align: center;"><i>How We Get Free?: Embodied Movement Towards Interbeing and Liberatory Praxis</i></p> <p>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</p> <p style="text-align: right;">*CE’s Offered (1.5)</p>
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SYMPOSIA

2:00-3:30pm	<p>McCloskey, Kathy; Gale, Michael; Broderick, Brittany; Burns, Katie; Culp, Megan; Guariniello, Vincenza; Harathi, Sri; Huang, Gary; Mitossis, Regina; Newman, Brittany; Paranamana, Nadika; Young, Aleesha; & Suara, Zainab – University of Hartford</p> <p style="text-align: center;"><i>Overcoming White Heterosexual Male Privilege (WHMP) In Doctoral-Level Clinical Psychology Training Programs</i></p> <p>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.</p>
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2:00-3:30pm	<p>Pierre, Martin; Adams, Jamele – Brandeis University; Oliver, Steven - Salem State University; Johnson, Ulric - Transformation Awareness Growth Vision; Humphrey, Mariano - Boston Public Schools; Beaman, Byron - Prospect Hill Academy; & Sweeper, Jr., Darryl - William James College</p> <p style="text-align: center;"><i>The Impact of Sexual Abuse on the Lives of African American Males</i></p> <p>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., ethoviolence, 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.</p>
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3:30pm-3:45pm

BREAK

INVITED PANEL

Thriving in the Face of WHMP

Jioni Lewis, Ph.D. – University of Tennessee

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

Rahul Sharma, Psy.D. – Independent Speaker

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

***CEs Offered (1.5)**

3:45pm-5:15pm
YAWKEY CENTER
MURRAY ROOM

5:30-7:00pm

Closing Remarks / Reception*

***Sponsored by the ISPRC Advisory Board**

