

PRESENTER PROGRAM

AS OF 9/25/20

Diversity Challenge Presenter Program

20th Anniversary: Goodbye "isms," Hello Future!

2020

Diversity Challenge Program Outline

FRIDAY, OCTOBER 23, 2020

8:15am-9:00am	<p>INFORMATION ROOM <i>Zoom Link</i></p>
9:00am-9:15am	<p>WELCOME/ANNOUNCEMENTS <i>Zoom Link</i></p>
9:30am-11:10am	<p>CONCURRENT SESSION I</p>
11:10am-11:30am	<p>OPENING REMARKS ~ Video Tribute #1 ELIZABETH SPARKS BOSTON COLLEGE, LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT <i>Zoom Link</i></p>
11:30am-1:00pm	<p>INVITED PANEL ^{*(1.5 CEs)} BREAKING FREE FROM A RACELESS LATINIDAD: TOWARDS A FUTURE WHERE MANY WORLDS FIT HECTOR Y. ADAMES NAYELI Y. CHAVEZ-DUEÑAS <i>Zoom Link</i></p>
1:00pm-1:30pm	<p>POSTER SESSION I <i>Zoom Link</i></p>
1:30pm-2:00pm	<p>BREAK</p>
2:00pm-3:40pm	<p>CONCURRENT SESSION II</p>
3:40pm-3:45pm	<p>BREAK</p>
3:45pm-5:15pm	<p>INVITED PANEL ^{*(1.5 CEs)} MEASURING AND CONFRONTING RACISM: DOCUMENTING RACE-BASED TRAUMA ROBERT T. CARTER RESISTING OPPRESSION: THE IMPORTANCE AND IMPACTS OF RELATIONAL SOLIDARITY KAREN L. SUYEMOTO <i>Zoom Link</i></p>
<p><small>*These programs are co-sponsored by the Massachusetts Psychological Association (MPA), the MMCEP 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 and approved as a Continuing Education Course for Licensed Mental Health Counselors. 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.</small></p>	

Diversity Challenge Program Outline

SATURDAY, OCTOBER 24, 2020

8:15am-9:00am	<p>INFORMATION ROOM <i>Zoom Link</i></p>
9:00am-9:15am	<p>WELCOME/ANNOUNCEMENTS <i>Zoom Link</i></p>
9:30am-11:10am	<p>CONCURRENT SESSION III</p>
11:10am-11:30am	<p>REMARKS ~ Video Tribute #2 <i>Zoom Link</i></p>
11:30am-1:00	<p>INVITED SPEAKER ^{*(1.5 CEs)} CREATING RACIAL JUSTICE AND EQUITY: A DEAN'S HOPES AND STRUGGLES ALVIN N. ALVAREZ I LOVE MY BLACKNESS AND YOURS: AN ARTS-BASED MODEL FOR BLACK AFFIRMATION, WHITE ACCOUNTABILITY, AND RADICAL TRUTH-TELLING FRANCIE LATOUR <i>Zoom Link</i></p>
1:00pm-1:30pm	<p>POSTER SESSION II <i>Zoom Link</i></p>
1:30pm-2:00pm	<p>BREAK</p>
2:00pm-3:40pm	<p>CONCURRENT SESSION IV</p>
3:40pm-3:45pm	<p>BREAK</p>
3:45pm-5:15pm	<p>INVITED SPEAKER ^{*(1.5 CEs)} EXCEPTIONAL MENTORING - BEYOND BOUNDARIES KIM NICKERSON VISIONING A FUTURE WITHOUT ISMS: FOUNDATIONS FOR ACTION TOWARD SOCIAL CHANGE REBECCA TOPOREK <i>Zoom Link</i></p>
5:15pm-7:00pm	<p>CLOSING CELEBRATION Closing Remarks – JANET E. HELMS, PH.D. & ISPRC ADVISORY BOARD <i>Zoom Link</i></p>

DIVERSITY CHALLENGE 2020: FRIDAY SCHEDULE

- 8:15am-9:00am** **Registration**
Zoom Link
- 9:00am-9:15am** **Welcome/Announcements**
Zoom Link
- 9:30am-11:10am** **Concurrent Session I**
All Sessions in Eastern Daylight Time

PRESENTATIONS

Addressing Isms in the Workplace	
9:30-11:10am Zoom Link	Individual Presentation 1A. Amanda Nutton; & Uma Chandrika Millner - Lesley University <i>Perspectives on Careers Among Diverse Adults Living with Psychiatric Disabilities</i>
	Individual Presentation 1B. Diane Goodman - Private Practice <i>Cultural Competence for Equity and Inclusion: A Framework for Individual and Organizational Change</i>
	Individual Presentation 1C. Thulani DeMarsay - Fielding Graduate University <i>Contemplative Leadership and Resilience</i>

Combating Isms in Higher Education	
<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>2A. Melissa Hauber-Özer - George Mason University College of Education and Human Development; & Semah Abdulsalam Osmaniye Korkut - Ata University</p> <p style="text-align: center;"><i>Investing in the Future: Syrian Refugee Students in Turkish Higher Education</i></p>
	<p>Structured Discussion</p> <p>2B. Rachel Steele; Yuki Okubo; & Michele Schlehofer - Salisbury University</p> <p style="text-align: center;"><i>Supporting Students of Color through Racist Experiences at a PWI: Faculty Approaches</i></p>

Social Justice and Political Organizing	
<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>3A. Janet Etzi - Immaculata University</p> <p style="text-align: center;"><i>Reading James Baldwin: The Transformation of White Psychologist</i></p>
	<p>Individual Presentation</p> <p>3B. Margaret Boyd; & Taylor Hall - Bridgewater State University (with Simmons University)</p> <p style="text-align: center;"><i>Grassroots Organizing to Honor Indigenous History: Renaming Columbus Day</i></p>
	<p>Structured Discussion</p> <p>3C. Kahlida N. Lloyd - Kahlida Nicole Speaks</p> <p style="text-align: center;"><i>How to Leverage Your Privilege for Racial Justice in an Election Year</i></p>

WORKSHOPS

<p>9:30-11:10am</p> <p>ZOOM LINK</p>	<p>Matthew R. Mock - John F. Kennedy University</p> <p><i>Asian Americans Rising Up and Speaking Out: Lifting Up Social Justice in Times of Virus</i> <i>(In Dedication to Dr. Jean Lau Chin - Theme - Social Justice & Ongoing Historical Repair: Race, Culture, Diversity & Keeping Heroic Healers among Us)</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Michael D’Andrea - Springfield College</p> <p><i>Continuing the National Discussion of Race, Justice, and Peace</i></p> <p>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.</p>
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<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Alexandra Melchiorre; Soujanya Chetluru; Rachel Heckaman; & Susan George-Wright State University</p> <p><i>The Cost of Misdiagnosis: Culturally Informed Considerations for Autism and Mental Health</i></p> <p>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.</p>
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SYMPOSIUM

<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Sarah McLaughlin; & Tina Rogers - Boston College</p> <p><i>Enhancing Culturally Responsive Practice in a School District</i></p> <p>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.</p>
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**11:10am-11:30am Welcoming Remarks
Video Tribute #1**

<p align="center">INVITED PANEL</p> <p align="center">title</p>	
<p>11:30am-1:00pm</p> <p>ZOOM LINK</p>	<p>Breaking Free from a Raceless Latinidad: Towards a Future where Many Worlds Fit</p> <p>Hector Y. Adames - <i>Chicago School of Professional Psychology</i> Nayeli Y. Chavez-Dueñas - <i>Chicago School of Professional Psychology</i></p> <p align="right">*CEs offered (1.5)</p>

POSTER SESSION I

1:00pm-1:30pm

ZOOM LINK

Liz Calderon - New York University

Beyond Medicalized Healthcare: Achieving Social Justice in Recovery from Severe Mental Illness through Community-based Interventions

Soujanya Chetluru; Walter Garcia Hernandez; & Susan George - Wright State University

Radical Self-Care in the Face of Racially Induced Stress

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

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

Anthony Sumpter; Walter Garcia Hernandez; & Susan George - Wright State University

A Culturally Sensitive Approach to Conduct Disorder

Connie Wolfe; TC Morris; & Nicole Morris - Muhlenberg College

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

2:00pm-3:40pm

Concurrent Session II

PRESENTATIONS

Psychosocial Interventions in Education	
<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>1A. Mary Garofalo; & Matthew Graziano - Seton Hall University</p> <p style="text-align: center;"><i>Teaching Across Differences: Where teaching and Counseling Meet</i></p>
	<p>Individual Presentation</p> <p>1B. 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</p> <p style="text-align: center;"><i>Building It Custom: Psychosocial Interventions to Navigate the - ISMs of Higher Education and STEM Inclusion of URM</i>s</p>
	<p>Individual Presentation</p> <p>1C. Deoksoon Kim; Drina Kei Yatsu; Jingyi Xu; Yinyun Zhu; Yezi Zheng; & Adam Agostinelli - Boston College</p> <p style="text-align: center;"><i>Analysis of Visual Grammar Approach to Three Bilingual Middle School Students' Digital Stories</i></p>

Women of Color Dismantling Isms	
<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>2A. Wendi Williams; & Nicole Kelly - Mills College, School of Education; & Ismail Bushra - Boston University</p> <p style="text-align: center;"><i>“Talk to the Hand:” The Politics of Refusal and Black Women’s Boundary-Setting in Work/Career</i></p>
	<p>Structured Discussion</p> <p>2B. Tanvi Shah; & Efe Shavers - Boston University</p> <p style="text-align: center;"><i>Rethinking Centers and Margins: Dismantling Racism as Foreign-Born Women of Color in Education</i></p>

Clinical Interventions and Coping Strategies	
<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>3A. Grant Jones - Harvard University</p> <p style="text-align: center;"><i>Music Based Mindfulness Intervention to Reduce Anxiety in Marginalized Communities</i></p>
	<p>Individual Presentation</p> <p>3B. Linda Charmaraman - Wellesley Centers for Women, Wellesley College; Emily Zhai; & Kensy Jordan - Youth, Media, & Wellbeing Research Lab</p> <p style="text-align: center;"><i>Self-care and Wellbeing on Social Media for Adolescents of Color</i></p>
	<p>Structured Discussion</p> <p>3C. Aleesha Young; & Kathy McCloskey - University of Hartford</p> <p style="text-align: center;"><i>Clinical Case Conceptualization: When A Multicultural Approach is the Rule, not the Exception</i></p>

WORKSHOPS

<p>2:00-3:40pm</p> <p>ZOOM LINK</p>	<p>Catherine Wong - Boston College; & Jacquelyn Reza - DeAnza College/USF</p> <p><i>Beware the Colonization of Equity</i></p> <p>“Every institution is exquisitely designed to replicate itself” (M. Gladwell, 2002, <i>The Tipping Point</i>). “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, <i>Teaching Community: A Pedagogy of Hope</i> 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.</p>
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<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Melissa Alexa - Cultural Fabric; & Uma Chandrika Millner - Lesley University</p> <p><i>Healing Justice: Healing Arts & Mindfulness for Mental Health and Liberation</i></p> <p>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.</p>
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<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Stephanie Thrower - Thrower Consulting and Therapy</p> <p><i>Providing Racially Responsive Perinatal Mental Health Treatment: The Racial Identity Social Interaction Model</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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3:40pm-3:45pm

BREAK

<p style="text-align: center;">INVITED PANEL</p> <p style="text-align: center;">Title</p>	
<p>3:45-5:15pm</p> <p>ZOOM LINK</p>	<p>Measuring and Confronting Racism: Documenting Race-Based Trauma Robert T. Carter - <i>Teachers College, Columbia University</i></p> <p>Resisting oppression: The importance and impacts of relational solidarity Karen L. Suyemoto - <i>University of Massachusetts, Boston</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

DIVERSITY CHALLENGE 2020: SATURDAY SCHEDULE

- 8:15am-9:00am** **Registration**
Zoom Link
- 9:00am-9:15am** **Welcome / Announcements**
Zoom Link
- 9:30am-11:10am** *Concurrent Session III*
All Sessions in Eastern Daylight Time

PRESENTATIONS

Anti-Bias Educational Practices	
9:30-11:10am ZOOM LINK	Individual Presentation 1A. Alisha Nguyen - Boston College <i>Children Have the Fairest Things to Say: Teaching for Social Justice with Anti-Bias Books</i>
	Individual Presentation 1B. Deoksoon Kim; Jeremy Alexander; Yan Li; Yue Liu; & Hehua Xu - Boston College <i>Middle School English Learners' Multimodal Digital Storytelling & Remix Culture</i>
	Structured Discussion 1C. Marisol Meyer; & Ceewin Louder - University of Miami <i>SEL is "WEIRD!" Centering Culture and Diversity in Social and Emotional Learning</i>

Transforming School Culture; Dismantling Isms in Primary Education	
<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>2A. Mary Garofalo - Seton Hall University</p> <p style="text-align: center;"><i>Efficacy to Empathy: A call to transform school culture</i></p>
	<p>Individual Presentation</p> <p>2B. Amy Cook; Abiola Farinde-Wu; Anna Whitehouse - UMASS Boston</p> <p style="text-align: center;"><i>Reenvisioning School-Family-Community Partnerships: Reflecting on Race Dialogues and Shared Family-Educator Curriculum Development</i></p>
	<p>Structured Discussion</p> <p>2C. Nicholl Montgomery; & Haerin Park - Boston College</p> <p style="text-align: center;"><i>Schooling in a World without Isms</i></p>

Combatting Isms in Higher Ed	
<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>3A. Samantha Ha - Boston College</p> <p style="text-align: center;"><i>Safe Space or Free Speech? A Controversy of Democratic (Higher) Education</i></p>
	<p>Structured Discussion</p> <p>3B. Patrick McQuillan; & Aaron Coleman – Boston College</p> <p style="text-align: center;"><i>"Let's talk." Promoting Courageous Conversations in a University Context</i></p>

WORKSHOPS

<p>9:30-11:10am</p> <p>ZOOM LINK</p>	<p>Lee Brossoit and Kathleen Neville – Salem State University</p> <p style="text-align: center;"><i>High Achieving Students of Color Perceptions' of Support at a PWI</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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<p>9:30-11:10am</p> <p>ZOOM LINK</p>	<p>Janet Navarro - Grand Valley State University</p> <p style="text-align: center;"><i>Vetting and Letting go! Uncovering Hidden isms in Children's Literature</i></p> <p>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.</p>
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SYMPOSIUM

<p>9:30-11:10am</p> <p>Zoom Link</p>	<p>Ashley Riley; Ashley Ortiz; Courtland Douglas; & Gizelle Carr - Howard University</p> <p style="text-align: center;"><i>...And Justice For All (Actually): Exploring the Impact and Eradication of -Isms</i></p> <p>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 Bronfrenbrenner’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.</p>
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11:10am-11:30am Remarks
Video Tribute #2

INVITED PANEL	
title	
<p>11:30am-1:00pm</p> <p>ZOOM LINK</p>	<p>Creating Racial Justice and Equity: A Dean’s Hopes and Struggles <i>Alvin N. Alvarez - San Francisco State University</i></p> <p>I love my Blackness and yours: an arts-based model for Black affirmation, White accountability, and radical truth-telling <i>Francie Latour - Lesley University, Co-Founder, Wee the People</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

POSTER SESSION II

1:00-1:30pm

ZOOM LINK

Amantia Ametaz - Harvard School of Public Health
Ethnic Minority Patients' Outcomes in an Efficacy Trial of Cognitive-Behavioral Treatments for Anxiety, Mood and Related Disorders: Preliminary Evidence

Tyronn Bell - University of Indianapolis
Reducing Violence Against Black Transgender Women

Avantika Gupta; Mara Neel; & Susan George - Wright State University
Women's Help-seeking in India: Identification of Existing Gaps in Mental Health Literature

Madeline Reed; Lily Konowitz; Brenna Lincoln; & Belle Liang - Boston College
Creativity, Curiosity, and Science Engagement for Marginalized Youth

Charisse Tay; Tingyu Li; & Danielle Tal - Columbia University; & Ashley Feng - City College; & Supriya Misra - New York University; & Phuong Thao Le - John Hopkins University
Familismo and Mental Health Discrimination in Latin America: Implications for the Treatment of Severe Mental Illness in the Latinx Community in the United States

2:00pm-3:40pm

Concurrent Session IV

PRESENTATIONS

Trauma, Race, and Ethnicity	
2:00-3:40pm Zoom Link	Individual Presentation 1A. Priscilla Dass-Brailsford - The Chicago School of Professional Psychology <i>Trauma, Violence and Abuse with Ethnic Populations</i>
	Individual Presentation 1B. Katherine Rice; Quynh Tran; Susana Gomez; & Raynalde Schagen - Antioch University New England <i>Trauma, Resilience, and Intersecting Oppressions: Toward a Future shaped by Trans People of Colors as Cultural Creators</i>
	Individual Presentation 1C. Fizza Raza - Texas A&M <i>Effect of Mother's Education on Son Preference in Pakistan</i>

Immigration Experiences in the US	
<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Individual Presentation</p> <p>2A. Marisol Meyer - University of Miami</p> <p style="text-align: center;"><i>Impact of Exposure to Heritage Language on Immigrant-Background Adolescents' Relationship with Caregivers</i></p>
	<p>Individual Presentation</p> <p>2B. Tingyu Li - Teachers College, Columbia University</p> <p style="text-align: center;"><i>Discrimination, Acculturation, and Well-being: A Latent Profile Analysis of Hispanic Immigrants in the United States</i></p>
	<p>Individual Presentation</p> <p>2C. Qingyi Yu - Syracuse University; & Le You - The Ethel Walker School</p> <p style="text-align: center;"><i>Effects of Peer Social Support on Chinese Adolescents' Psychological Well-being during the COVID-19 Pandemic</i></p>

Racial Identity and Isms	
2:00-3:40pm Zoom Link	<p>Individual Presentation</p> <p>3A. Veronica Johnson - John Jay College of Criminal Justice; & Katheryn Roberson - University at Albany</p> <p><i>How Racial Identity and Coping Can Aid or Disrupt Racial Socialization Efficacy</i></p>
	<p>Individual Presentation</p> <p>3B. Michael Gale - University of Hartford; & Alex Pieterse - University at Albany, SUNY</p> <p><i>Internalized Racism and Shifting Racial Expression among Multiracial Adults</i></p>
	<p>Structured Discussion</p> <p>3C. Hannah Wing; & Jennie Park-Taylor - Fordham University</p> <p><i>Transracial Adoptees' Experience of and Coping with Isms</i></p>

WORKSHOPS

<p>2:00-3:40pm</p> <p>ZOOM LINK</p>	<p>Uma Chandrika Millner - Lesley University; Mihoko Maru - Boston University; Aliya Ismail - University of Miami; & Urmi Chakrabarti - Private Practice <i>Decolonizing Asian Mental Health: Expanding Discourse on Stigma, Intersectionality, and Cultural Appropriation</i></p> <p>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.</p>
<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Takia Myers; & Abaigeal Doherty - Boston College <i>The Unspoken “-Isms” of Sexual Violence: An Intersectional Interrogation of Response Inequities</i></p> <p>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!</p>

<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>Kristin O’Donnell; Deborah Healy; & Bernadette Hassan-Solorzano - Our Lady of the Lake University</p> <p style="text-align: center;"><i>Taking the "ism" Out of Diagnostic Labels</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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SYMPOSIUM

<p>2:00-3:40pm</p> <p>Zoom Link</p>	<p>April Harris-Britt; Tahlia Bragg; Angelina Prince-Jeffers; Keesha Cameron; & Noa Wax – Fielding Graduate University</p> <p style="text-align: center;"><i>Black Students’ and Clinicians’ Self-Care and Coping in the Face of Perceived Racism</i></p> <p>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.</p>
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3:40pm-3:45pm BREAK

INVITED PANEL	
title	
3:45-5:15pm	Exceptional Mentoring - Beyond Boundaries Kim Nickerson - <i>University of Maryland</i>
ZOOM LINK	Visioning a Future without ilms: Foundations for Action Toward Social Change Rebecca Toporek - <i>San Francisco State University</i>
	*CEs offered (1.5)

5:15pm-7:00pm **CLOSING RECEPTION AND CELEBRATION**

Remarks – Dr. Janet Helms and ISPRC Alumni Advisory Board

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