

INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE



About ISPRC

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College (BC), under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at-large. The Institute

offers pragmatic information about teaching, conducting research, and applying interventions intended to promote the benefits of racial and ethnic cultural diversity and resolve related social problems. The Institute is unique in its emphasis on addressing psychological issues related to race and ethnic culture from an interdisciplinary perspective.

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12th Annual Diversity Challenge: What to Do about Race and Culture and Violence

On October 19-20, 2012, ISPRC hosted its twelfth annual Diversity Challenge. The Challenge is a two-day interactive conference that brings together scholars, educators, mental health practitioners, and other parties interested in promoting social justice across racial and cultural groups. The theme of Diversity Challenge 2012 was “What to Do about Race and Culture and Violence.”



Over 80 presentations focused on the Challenge theme and more than 250 people from around the country attended and participated in the sessions, which included workshops, individual presentations, posters, symposia, structured discussions and panels. Invited speakers included Ricardo Ainslie, Robert Carter, Alison Crosby, Mary Fukuyama, Teresa LaFromboise, M. Brinton Lykes, Lisa Patel, Anthony Peguero, M. Gabriela Torres, Irma Alicia Velasquez Nimatuj, and John Westefeld.

The conference concluded with a catered reception and entertainment including a dance performance by F.I.S.T.S. (Females Incorporating Sisterhood Through Step); spoken word by Boston College undergraduate, Rayana Grace; and a musical performance by the singing duo Mat Maier and Christina Navarro. This year’s conference, Diversity Challenge 2013, “Intersections of Race and Culture and Health and Mental Health,” will take place at Boston College on October 18-19, 2013.



THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

A Message from the Director

In this newsletter for the 2012/2013 year, the staff of the Institute for the Study and Promotion of Race and Culture (ISPRC) offers an overview of our new and ongoing activities in the domains of theory, research, practice, and community activism with a racial and ethnic cultural focus. As usual, the annual Diversity Challenge in October was the highlight of the ISPRC year and, if you missed it, perhaps our synopsis of events and festivities throughout the newsletter will encourage you to join us in October of 2013.

Our counseling advocacy program, offered in collaboration with the Jeremiah Burke School, is now in its third year and was a major focus of the ISPRC community activism this year. However, many of our staff members brought with them from their previous lives already developed outreach projects that continued throughout their year at ISPRC. Still others were able to integrate the social justice mission of ISPRC into their professional development activities in a variety of settings around the Boston metropolitan area. I suspect that you will appreciate the range and variety of community outreach in which they are involved.

ISPRC continued its research collaborations with faculty members in colleges serving predominantly minority populations. As you will see, the topic of health disparities was a major focus this year. We describe some of our collaborative projects and hope you find them as interesting as we do.

~ Janet E. Helms, Ph.D.



Chinese Calligraphy at Diversity Challenge



Participants at Diversity Challenge 2012 were treated to complimentary Chinese calligraphy by our very own ISPRC team member, Qingyi Yu. In addition to her many other talents and skills, Qingyi is a master calligrapher who began training at the young age of five under the direction of Shaoman Xu, a famous master calligraphy artist in mainland China. Qingyi wore a traditional Chinese dress and displayed many of her fine works. To obtain customized messages, conference attendees wrote words or phrases that they wished to have translated, which she magically turned into beautiful works of art. We wish to thank Qingyi for her many hours of work on her highly sought after designs.



Burke School Initiative — Year Three

Burke School Advocacy Program

ISPRC is in its third year of providing counseling advocates for high school students at the Jeremiah Burke High School, a racially and ethnically diverse high school in Dorchester, MA. The advocacy program aims to provide students with a voice and empower them to identify the barriers to their success and advocate for their own needs.

Students in Boston College's Master's in Mental Health Counseling program, participating in the social justice lab section of the class on Principles and Techniques, were assigned as counseling advocates for one or two high school students. Throughout the school year, advocates assessed barriers to student engagement and involved students in problem solving. The advocates received extra feedback and training interviewing, building rapport with adolescents, and cultural competency skills in exchange for volunteering. Assessments were used to inform individualized interventions that addressed the barriers to students' success. Interventions conducted by advocates addressed improving students' grades, helping students improve their self-esteem and motivation, navigating the college application process, gaining access to health and mental health treatment, extracurricular and tutoring services, and providing them with space to discuss difficult experiences in their lives that were inhibiting their academic success.

Training Social Justice Advocates in Counseling Skills

In addition to their training and involvement with the Jeremiah Burke School, the Social Justice Advocates are also trained in counseling skills and attend a weekly lab to practice these skills. The advocates also participate in weekly role-plays in dyads and receive bi-weekly dyadic supervision. The social justice advocates' lab is unique because its social justice focus allows them to discuss social justice issues while learning counseling skills. In these training



experiences, the advocates develop their skills as culturally responsive counselors and also learn how these skills differ and overlap with being an advocate.

An Advocate's Experiences By Eva Wilson

My time as an advocate at the Jeremiah E. Burke High School has been defined by a sense of tension. The tension between the many aspects of the advocate role; neither counselor nor tutor, both mentor and mental health worker. The tension amongst the many resources and barriers we must sift through in order to have any success in achieving our students' goals. Navigating these tensions has been the tightrope walk we advocates find ourselves treading each week as we become more and more invested in our students. The connections we form with our students – who never cease to surprise and inspire us, yet whose stories



so often break our hearts – are heavy with the responsibility we feel to do right by them. Over the past several months, our students have taught us lessons about their reality and brought us into their world experience even as we try to better connect them with the resources within their school community and help them to achieve their goals. Accompanying our students to meetings with teachers, consulting with counseling and guidance staff, discussing race, culture and stereotypes, and even sitting down to organ-

ize a student's homework schedule are all part of being an advocate. But key to everything we do is being a listening ear and constant source of support, a person with whom our students feel comfortable discussing some of their most personal struggles and successes. At times it is hard to feel successful as an advocate; there is always more to be done, more goals to set, more time I wish I had to spend with my students, and more power I wish I had to bring about positive change for them. There is always the difficulty of combating the social inequality and systemic injustice that affect our students' lives in complex ways. There is always the wish that I could magically solve all of my students' problems for them. But these feelings are inherent to being an advocate; our greatest responsibility is to instill in our students self-advocacy skills so that they may build upon their accomplishments this year and continue to achieve their goals once our partnership has ended.



Consultation Programs and Community Outreach

Microaggressions Project

Kimberly Ashby is an editor for the Microaggressions Project, a blog that seeks to provide a visual representation of the people's everyday experiences of "microaggressions." This project is about showing how microaggressions create and enforce uncomfortable, violent, and unsafe realities in people's workplaces, homes, schools, and public transportation/space environments. The Microaggressions Project has been featured in *Bitch Magazine*, *Racialicious*, and *Ms. Magazine*. Kimberly and several other editors frequently facilitate workshops on microaggressions and have recently done so at the 2012 New York City Asian American Student Conference at NYU, the 2013 East Coast Asian American Student Union Conference at Columbia University, and the 2013 Students Working For Asian and Asian American Growth Conference at Cornell University. The blog can be found at www.microaggressions.com.

Prioritizing Mental Health in Social Justice Education

Kimberly Ashby presented a workshop entitled *Prioritizing Mental Health in Social Justice Education* at the 2013 New York Conference of Radical Educators, along with colleague Erik Reinbergs, a masters student in the Social Justice Education program at UMass Amherst. This workshop was a facilitated discussion focused on the importance of social justice educators' prioritizing their mental health while working under the pressures of neoliberal reform. The workshop explored how educators can focus on mental health of teachers and students as they face union busting, standardized testing, Euro-centric curriculums, policing, and high youth suicide rates. Participants examined how they model self-care practices for their students and how they best space as caregivers without being trained clinicians.

Outreach for "Students of African Descent" at Wellesley College

Through her practicum at the Stone Counseling Center at Wellesley College, Dericka Canada conducted a needs assessment and created a series of workshops on emotional, social, and cultural wellness for students of African descent on campus. This workshop series included a discussion-based workshop on the unique experiences of students of African descent at Wellesley as well as two workshops on navigating multiple cultural identities at a predominantly White institution, understanding mental health within the

Black community, and maintaining wellness. The goal of this workshop series was to provide a space for dialogue about the experience of cultural differences among students of African descent at Wellesley College and to provide students with relevant information and resources for addressing these experiences. Currently, Dericka is collaborating with the Stone Counseling Center to provide a workshop series curriculum that can continue for the 2013-2014 academic school year and in the future.

A Forum on the Imposter Syndrome

Dericka Canada participated in a forum about the experience of the "Imposter Syndrome" among Asian American students at Wellesley College. This forum was conducted in collaboration with the Asian Student Union at Wellesley College, a clinical psychologist from the Stone Counseling Center and a professor from Wellesley College. Dericka shared her personal academic experience as a woman of Color, including challenges she faced with sometimes "feeling like a fraud" in her own understanding of academic successes and achievement. This forum also included a lecture on the experience of the imposter syndrome provided by a Wellesley College professor and clinical resources for managing these experiences provided by a clinical psychologist from the Stone Counseling Center and Dericka, a psychology intern at the Center.

Shared Journey as a Young Professional Woman of Color

As the spokesperson for a newly developed organization, formerly the National Association for the Young Professional Woman and now the College Woman Network (CWN)—founded by a former collegiate mentor, Phyllis Clark, (Interim Director of the Cultural Center at the University of Louisville), Dericka Canada participated in two teleconferences. In these conferences Dericka spoke of her professional development journey as a woman of Color, including the factors that contributed to her resilience. She also participated in a second conference where she was interviewed and provided tips for navigating and pursuing an advanced degree. The CWN is a multi-dimensional space and platform that provides personal and professional development to young professional women. Dericka plans to continue to collaborate with CWN by sharing her personal experiences and guidance as a woman of Color in her professional journey.

ISPRC Staff Update

M Ashley Carey is graduating with her Masters degree in Mental Health Counseling and plans to work as a clinician while completing her licensure requirements to become a Licensed Mental Health Counselor in the state of MA. As a clinician, Ashley intends to continue examining the effects of racial and socio-cultural factors on mental health outcomes among youths of Color in community and school domains.

O Ethan Mereish has successfully completed his dissertation and will start his clinical psychology internship at Cambridge Hospital/Harvard Medical School. He will be training and providing clinical services at the Asian Mental Health Clinic as well as the Child and Adolescent Ambulatory Services.

V Speshal Walker will begin her predoctoral internship on the Outpatient Services track at Yale School of Medicine's Psychiatry Department. There she will primarily provide community based psychotherapy and assessment services to the diverse individuals of the greater New Haven area in addition to providing group psychotherapy within inpatient services. Additionally, she will assist in the creation and dissemination of programs and services through their community services network.

News from Our Affiliates/Associates

Cynthia Chen, a recent Ph.D. and former ISPRC team member has joined the Pediatric Oncology Department at Children's Hospital Colorado with the Center for Cancer and Blood Disorders Program as a Postdoctoral fellow. She is also adjunct faculty at the University of Colorado Denver's School of Education, in their Counseling Psychology and Counselor Education program, teaching a master's level course titled "Counseling Children, Adolescents, and their Parents."

Marcia Liu, a newly minted Ph.D. and former team member, has joined the Columbia University Health Services Counseling and Psychological Services as a Postdoctoral Trainee in Clinical Psychology. She is also adjunct faculty at the City University of New York, John Jay College of Criminal Justice in their Forensic Mental Health Counseling program, teaching a master's level "Introduction to Counseling" course.

ISPRC Staff Awards



APA Minority Fellowship Recipient
Dana Collins was recently named a Mental Health and Substance Abuse Services (MHSAS) Predoctoral Fellowship recipient by the American Psychological Association's Minority Fellowship Program. This fellowship is awarded annually to outstanding doctoral level psychology students who are committed to promoting the mental health and well-being of minority populations.

Division 16 Award Recipient

Alesha Harris won Division 16's award for meritorious student proposals at the recent APA convention for her poster, "The Power of Teacher Expectations." Each year, APA Division 16 identifies the top student-authored proposals accepted for presentation during the Division's conference program. Alesha's proposal was part of this select group.



31st Martin Luther King, Jr. Memorial Scholarship Recipient

A Bronx, NY native and long-time New Jersey resident, ISPRC team member Philip McHarris was selected from five candidates for the prestigious Martin Luther King, Jr. Scholarship. The scholarship recognizes a

Boston College junior who embodies King's philosophy in his or her life and work. McHarris is a double major in sociology and English with a minor in African and African Diaspora Studies. In addition to this award, Philip was honored as a 2013 Dean's Scholar

Minority Fellowship Program Dissertation Support Award

Congratulations to Speshal Walker, Ph.D. Candidate in Clinical Psychology, University of Massachusetts, Boston and ISPRC team member for receiving the APA's Minority Fellowship Program Dissertation Support Award in the fall of 2012. Speshal was also awarded the Psychology Summer Institute (PSI) Fellowship from the Minority Fellowship Program and received the Craig R. Bollinger Research Grant from the University of Massachusetts, Boston.



Current Projects: Research Initiatives

Skin Color Attitudes Pilot Study

As the racial and ethnic composition of our society continues to evolve, greater attention is being given to racial and ethnic mental health disparities and the ways in which historical and current struggles surrounding race and culture affect the psychological well-being of ethnic minorities. People of color, stigmatized by physical markers of group membership, are challenged to maintain healthy self-concepts in a society that historically has labeled them as deviant from the ideal, primarily based on presumed skin color. For the African American community in particular, skin color appears to play a significant, but unacknowledged role in the lives of African American women. Yet this topic remains an understudied issue with little empirical support for how these complex constructs can be measured. Many researchers point to the difficulty of examining these constructs due to the multi-dimensionality of skin color and many relevant psycho-social factors, such as racial identity and gender socialization. Such empirical imprecision underscores the need for additional exploratory research to focus attention on more deeply understanding the nuances of skin color attitudes among Black women in order to promote appropriate interventions that foster resilience. Therefore, this pilot study seeks to understand this concept in depth by providing a qualitative account of these experiences through the use of focus groups.

How Statistics Lie about Black Women's Bodies: Investigating the Body Mass Index

There is a worldwide epidemic of obesity that disproportionately affects Black women in America. With nearly 60% of Black women being classified as obese, Black women are disproportionately more obese than Black men and White women whose rates of obesity are 38.8% and 32.2% respectively. Considering the many negative stigmas associated with obesity, the appropriate investigation of what constitutes obesity and its effects is a much warranted area of study. Most research studies that use obesity as an outcome or predictor of various health and health-related outcomes use the body mass index (BMI) as an approximation of obesity. The BMI is an index that suggests levels of body fat based on height and weight. Although more accurate measurements of obesity are available (e.g., skin fold thickness measures, hydrostatic), the BMI is an inexpensive, fast, and easily accessible method, which contributes to its use in many studies. Although the BMI is widely used, it has many limitations. This study investigates the appropriateness of the BMI as a methodology for assessing Black women's bodies and examines the extent to which it perpetuates stigma and associated mental health effects.

Womanist Identity Attitudes and Body-Image in Black Women

The aim of the proposed study is to identify whether the different kinds of womanist identity schemas of Black women predict different perceptions of evaluation of body image. In American society, women's body image is largely influenced by the social standard of physical beauty, which is often described as thin, petite, and fair skinned. However, theorists have argued that womanist identity reflects a cognitive shift in the process by which a woman comes to value herself as a member of "the woman group" regardless of her particular "role" or her status vis-à-vis men. This process involves a shift from conforming to either society's standards or cultural standards to a focus on personally meaningful self-images. Black women completed the Womanist Identity Scale and the Multidimensional Body-Self Relations Questionnaire. The results indicate that different dimensions of womanist identity are associated with women's body image evaluations in different directions. Findings of this project were presented at the 2012 APA convention in Orlando, FL.

Womanist Identity Attitudes, Acculturation and Sex Role Orientation: An Examination of Chinese Female Students in the United States.

As the first generation of women, who were born after China introduced its "one-child policy", Chinese female international students in the United States belong to a special population. They are pressured by their parents' expectations to succeed, but these parental pressures conflict with traditional Chinese stereotypes of women as dependent and home-oriented, as well as western stereotypes of Asian women. The aim of this project is to explore how Chinese female students negotiate the multiple pressures to define themselves as women while living in the United States. Specifically, the project hypothesizes that different statuses of womanist identity attitudes (i.e., the process by which women internalize their gender identity) and acculturation (i.e. the process by which women adapt to a host culture) predicts their sex-role orientations. This project will be the first study to investigate the effects of internal psychological developmental transitions of Chinese female international students' cultural adaptations. This systematic investigation may potentially reveal the source of Chinese women's acculturation stress and suggest interventions for reducing it.

**Relevant references for the studies discussed in the newsletter may be obtained from ISPRC*

Current Projects: Research Initiatives (continued)

An Exploration of Multiracial Identity Development

Despite the rapidly growing multiracial population in the United States, the current counseling psychology literature on multiracial identity is limited. Nevertheless, recently there has been a move toward considering a dynamic interplay between contextual and individual variables in multiracial identity development. These variables include family and environmental factors, cultural knowledge and exposure, phenotype, group acceptance, and others' perceptions. For this research project, participants of various multiracial backgrounds were recruited online and from colleges across the United States to complete an online, 26-item survey comprised of multiple choice and short-answer questions, as well as a racial identity measure. The purpose of this study is to facilitate better understanding of multiracial identity and the factors implicated in its development, along with developing suggestions for future research and, possibly, interventions to support multiracial individuals. Data analysis is still underway. However, analysis of both quantitative and qualitative questions has indicated that multiracial identity is affected by a variety of the factors already suggested in the literature, and has uncovered additional variables important to identity development.

Racial and Womanist Identity in Black Women's Career Development

Although African American women have a long history of working outside of the home, little is known about their career development or the psychological factors contributing to that development. Even less is known about working middle-class African American women as a specific subgroup. The little research that has been done on African American women has used a variety of theories, including Helms' Black racial identity theory and womanist identity theory. The study of both aspects of identity in combination would lead to better understanding of traditional work roles as expressed by middle class African American women, than either type of identity alone. The study compares the effectiveness of racial identity, womanist identity and intersecting identities (racial and womanist) to discover how each contributes to the psychology of work of African American women.

Black Women's Body Image: Understanding the Complexities of Intersectionality

Researchers have been interested in understanding how women think about their bodies for quite some time. However, these researchers often have not included messages regarding race and gender as it pertains to Black women's perceptions of their bodies. When examining the relationship between race, gender, and body image, researchers cannot capture the complexity of this experience quantitatively due to the limited statistical approaches available. Using data collected from non-immigrant Black women, this study uses canonical correlation

analyses to investigate the intersection of race, gender, body image perceptions, and health and fitness practices in order to discover what roles Black women's race and gender play in their perception of body satisfaction, physical health, and decisions to engage in fitness activities, lack of which may contribute to health disparities.

Examining Girls of Color's Experiences in Group Therapy: The Role of the Facilitator

Traditional models of adolescent development often neglect the cultural strengths and assets of girls of Color, creating a deficit paradigm through which the realities of such youths are viewed. Intervention and prevention programs geared toward promoting assets and reducing psycho-social risks must be guided by literature, observations, and empirical research. What is often lacking in the development and structure of such programs is the role of the facilitator (or researcher) in constructing the lived psychological and social reality of those being observed and understood. The study explored the role of the facilitator in recognizing and acknowledging the culture, context, and strengths of girls of Color in a therapy group experience. A conventional qualitative content analysis was used to examine the facilitators' process notes for group themes, patterns of addressing concerns, and group processes.

Community Activism/Education

Don't Meet Hurt with Hate Initiative About Islam: Myths and Facts

After the Boston marathon bombings, Kimberly Ashby and fellow student and non-Muslim, Sriya Bhattacharyya, developed the "Don't Meet Hurt with Hate" initiative. The initial goal of the initiative was to send a message of support to Muslim and international students and community members that might feel targeted after the bombers were identified as Muslim. The campaign began with the creation of a large banner that read, "Don't meet Hurt with Hate. Love Islam." Kimberly and Sriya displayed the banner on the Boston College campus and invited students, faculty, and staff to sign the banner, write a message of support to Muslims, or simply write comments or reflections. Kimberly and Sriya also facilitated dialogues about the marathon, Islamophobia, and Xenophobia in front of the banner. The campaign had over 11,000 hits on Facebook both locally and nationally, it was a discussion topic in classes, and most importantly, it served as a space to engage in dialogue about the controversy and discrimination surrounding Islam and Immigration. In addition, on April 30th, 2013, "Don't Meet Hurt with Hate" and several collaborators hosted a panel event, entitled *Myths and Facts about Islam Post Marathon*, at Boston College.



2012-2013 ISPRC Staff

Director

Janet E. Helms, Ph.D.

Administrative Associates

Kathleen Flaherty

Susan Ginivisian

Research Assistants

Kimberly Ashby

Dericka Canada

Ashley Carey

Dana Collins

Alesha Harris

Philip McHarris

Ethan Mereish

Natasha Torkelson

Speshal Walker

Shatina Williams

Eva Wilson

Qingyi Yu

ISPRC Staff Publications and Presentations

- Helms, J. E.** (2012). Afterword: On Sending a Wolf of Color Out into a Socially Unjust World. In Gallardo, M.E., Yeh, C.J., Trimble, J.E., & Parham, T.A. (Eds.) (2012). *Culturally Adaptive Counseling Skills: Demonstrations of Evidence-Based Practices*, Thousand Oaks, CA: Sage Publications, pp. 337-344.
- Helms, J. E.**, (2012) A Legacy of Eugenics Underlies Racial-Group Comparisons in Intelligence Testing. *Industrial and Organizational Psychology*, 5, 176-179.
- Ford, D. Y., & **Helms, J. E.**, (2012) *Testing and Assessing African Americans: "Unbiased" Tests are Still Unfair*, The Journal of Negro Education, Summer Issue, 81, 186-189.
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- Helms, J. E.** (July, 2012). Invited Speaker, State of the Science Address, "Racial Identity Conceptual Frameworks Rather Than Racial/Ethnic Categories," International Congress of Psychology, Capetown, South Africa.
- Helms, J. E.** (August, 2012). Symposium: Multicultural Counseling Competence Through the Eyes of Beginners- Prepracticum and Predoc Trainees, APA Convention, Orlando, FL.
- Helms, J. E.** (August, 2012). Plenary: Up Close and Personal, APA Convention, Orlando, FL.
- Helms, J. E.** (January, 2013). Symposium: "Exploring Recent Publication Trends in Ethnic Minority and Cross-Cultural Psychology," National Multicultural Summit, Houston, TX.
- Ashby, K. M.**, & Zhou, D. (2013, April). The Microaggressions Project. *2013 Students Working For Asian & Asian American Growth (SWAAG) Conference*. Cornell University, Ithaca, NY.
- Ashby, K. M.**, Lu, V., Zhou, D., & Ahmad, N. J. (2013, February). The Microaggressions Project. *2013 EECASU Conference*. Columbia University, New York, NY.
- Ashby, K. M.**, Zhou, D., & Ahmad, N. J. (2012, May). The Microaggressions Project. *2012 New York City Asian American Student Conference*. New York University, New York, NY.
- Collins, D. L.** (August, 2012). Immigrant Mothers and their Adolescents' Racial Identity Development. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Greene, C. E., **Collins, D. L.**, Collins, T., & Dean, A. D. (August, 2012). Multiculturalism Through the Eyes of Beginners. In J.E Helms (Chair), *Addressing Race and Culture in Prepracticum Training: Supervisors' and Supervisees' Perspectives*. Symposium presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Torkelson, N. C.**, **Helms, J. E.**, **Wilson, E. S.**, & **Ashby, K. M.** (2013, February). *It's Complicated: Self-Reported Influences on Multiracial Identity Development*. Paper presented at the Winter Roundtable at Columbia Teacher's College, New York, NY
- Torkelson, N. C.**, **Helms, J. E.**, **Wilson, E. S.**, & **Ashby, K. M.** (2013, January). *The Impact of Phenotype and Contextual Variables on Multiracial Identity Development*. Poster presented at the National Multicultural Conference and Summit, Houston, TX
- Torkelson, N. C.**, & **Helms, J. E.** (2012, August). *Another Puzzle Piece: Monoracial and Multiracial Scores on the PRIAS*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL
- Walker, S.**, Shapiro, E. (2012, August). *Black Beauty, White Standards: New Directions*. Poster presentation at the annual American Psychological Association Conference, Orlando, FL.
- Walker, S.** (2012, July). *Black Beauty, White Standards: New Directions*. Poster presentation at the Psychology Summer Institute, Washington, D.C.
- Walker, S.** (2012, July). *Black Beauty, White Standards: New Directions*. Symposium presentation at the annual Association of Black Psychologists Convention Los Angeles, CA
- Williams, S. D.**, **Collins, D. L.**, **Helms, J. E.**, Finney, F., Pryor, D., & Reyome, A. (2012, August). *Examining girls of Color's Experiences in Group Therapy: The role of the facilitator*. Poster presented at the annual Convention of the American Psychological Association, Orlando, FL.