



# **CONFERENCE PROCEEDINGS**

The Fifteenth Annual Diversity Challenge

**Race, Culture, and Social Justice**

October 23-24, 2015

Boston College, Chestnut Hill, Massachusetts

# **Diversity Challenge Committee:**

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## INVITED SPEAKERS

**Yveline Alexis, Ph.D. – Oberlin College**

*Hispaniola (Re) United*

**Angela M. Borges, Ph.D. – Simmons College**

*“It feels like the right thing to do”: Psychologists’ Adaptations of Therapy for Low-Income Clients*

**Sylvia Chan-Malik, Ph.D. – Rutgers University**

*Gendering American Islam: US Muslim Women and the Question of Race*

**Crystal Emery – URU, The Right To Be, Inc.**

*Changing the Face of Medicine*

**Chong-Suk Han, Ph.D. – Middlebury College**

*Race, Racism, and HIV Risk Behaviors among Gay Men of Color*

**Michelle Materre – Independent Media Consultant**

*Changing the Face of Medicine*

**Luis Rivera, Ph.D. – Rutgers University**

*Ethnic-Racial Stereotypes and Health Disparities: It’s a Social Justice Issue!*

**Roderick Watts, Ph.D. – CUNY Graduate Center**

*How Community Organizing Promotes Socioemotional Development (and More!) Among Youths of Color*

# **INDIVIDUAL PRESENTATIONS**

## **Woman at Point Zero; the Continuing Practice of Female Circumcision in Egypt**

Female genital mutilation (FGM) is defined as the surgical removal of healthy external female genitalia for any non-medical purposes. The procedure is most commonly referred to as “female circumcision” within the communities that endorse this practice. FGM is estimated to affect 125 million women around the world and is practiced in over 29 countries (UNICEF, 2013). In Egypt, approximately 91% of women between the age of 15 and 49 have been circumcised (UNICEF, 2013). The practice continues despite a 2008 law banning FGM at the state level and Muslim and Christian religious leaders speaking out against any religious associations with the practice. The purpose of this presentation is to bring awareness to the etiology, risk factors and cultural influences that maintain the high rate of female circumcision in Egypt.

Nour Abdelghani  
Mixalis Poulakis  
University of Indianapolis

## **Perceptions of Pinkwashing on College Campuses: Gender and Sexuality in Israel/Palestine**

This paper explores how Israel uses LGBTQ issues as a rhetorical device in its self-presentation (pinkwashing) and examines how American college students perceive the claim that Israel is a ‘gay haven.’ Understanding the Israel/Palestine conflict from a human rights framework, I deconstruct the racial and gendered implications of the pinkwashing campaign. Interviews with fifteen student leaders from Zionist, pro-Palestinian, Jewish, Muslim, and LGBTQ organizations reveal how students engaged with LGBTQ issues and the Conflict and the institutional, cultural, and interactional factors that influenced organizations’ programming decisions. Interview analysis demonstrates that when pinkwashing occurs, students provide an alternative discourse through media, protests, and internal conversations. Anti-Occupation activism necessitates an intersectional approach in its attempt to gain human rights for all Palestinians.

Malia Allen  
Boston College

## **Measuring Decisional Balance for Health Behaviors among U.S. Blacks**

U.S. Blacks bear a disproportionate disease burden partly due to modifiable risk factors such as exercise, weight management, and smoking. The Transtheoretical Model (TTM), which describes an individual’s progression through stages of change for a particular behavior, has been used widely to understand engagement in health behaviors. The purpose of the study is to evaluate the factorial structure and reliability/generalizability of the exercise, weight management, and smoking decisional balance measures among a sample of U.S. Blacks. A total of 751 participants (352 women, 399 men) were included in the current study.

Amanda Almond  
NYC College of Technology

Jasmine Mena  
Brittany Poindexter  
University of Rhode Island

### **Building the Village: Integrating Social Justice Programming into Community Mental Health**

At first glance, community mental health settings present themselves as the ideal setting to initiate social justice programming due to their location within the community as well as the readily available demographic of low-income clientele from ethnic minority communities. However, many challenges can arise when integrating social justice with the goals of community mental health. The presenter describes such an example while recounting her efforts to introduce a process group for parents, based on trauma-focused cognitive behavioral therapy principles and other successful group models of minority community building, to discuss current events related to police killings of black men and women. The process of creating this group highlights important issues inherent in seamlessly integrating social justice into our systems of care.

Kimberly Applewhite  
Boston Children's Hospital

### **The Psychological Impact of Racism Mental Health of Afghan Muslim Women**

Reports of prejudice and discrimination against Muslim Americans have increased since the events of September 11, 2001. Research suggests that experiences of daily harassment and racism are related to mental health difficulties. In addition, a lack of cultural competency in mental health delivery complicated the experiences of Muslim women who see psychological services. Through this workshop, participants will increase their awareness and knowledge of the current mental health condition of Muslim women. Participants will develop sensitivity and understanding of psychological stressors which Muslim women face in the United States. Participants will become familiar with culturally specific and sensitive psychological intervention strategies to address the mental health needs of Muslim women.

Nahid Aziz  
Argosy University

### **One community's response to Civil Gang Injunctions: "It's just the wrong tool"**

There is limited research on Civil Gang Injunctions (CGIs), especially with regard to their impact on communities. When the residents of Echo Park, a primarily Latino/a neighborhood in Los Angeles County, became aware of the possibility of a CGI in their community, they formed

Standing Together Advocating for our Youth (S.T.A.Y.). The community group engaged in a series of strategies to raise awareness and prevent approval of the CGI. Using participatory action research, the current study examined the creation, evolution, and action of S.T.A.Y. The results provide insight into the unintended consequences of CGIs and illuminate the gap between the individuals who craft and approve a policy and the disempowered (yet dissenting) community residents.

Sofya Bagdasaryan  
CSU Los Angeles

### **Embracing the Hottentot Venus: An Examination of Body Image among African Women**

Very little research attention has been paid to understanding body image among African women despite the fact that extant literature indicates significant levels of eating pathology among African populations. Using a mixed-methods research design, 200 African women are surveyed in order to examine body image satisfaction, body image ideals, and objectified consciousness. Central to this study is the examination of socio-historical context as a likely conduit of the internalized beauty ideals driving African women's body image appraisals. This study begins the work of answering questions about the relationship African women have with their bodies and the systemic forces that impact the same. Results are analyzed with the aim of extracting practice implications for counseling psychologists serving women of African descent.

Oyenike Balogun-Mwangi  
Northeastern University

### **Development of an Empowerment Group for Parent Advocacy in Inner-City Schools**

Due to systemic barriers, parents in low-income and racial or ethnic minority groups may face special challenges in advocating for their children's needs in school. Parental involvement and advocacy has been identified as a critical component of effective schooling and student learning outcomes. This presentation will describe the development of an empirically-informed group program in Albany, New York, designed to help empower inner-city parents to advocate for their children. This workshop-style program includes four one-hour topic-focused modules (Communication, Empowerment, Special Education Services, and Bullying). Its goals include acknowledging and drawing on strengths, fostering mutual support, providing educational materials, and practicing skills through experiential exercises. The process of developing and implementing this program will be discussed.

Larissa Barbaro  
University at Albany, State University of New York

## **Ethical Considerations When Utilizing Web-Based Platforms Like Mturk for Recruiting Vulnerable Populations**

What is considered fair payment on Mturk, a crowdsourcing internet marketplace? How can views of research participants in online communities and institutions of higher education drastically differ in regards to fair payment? How do (or can) researchers navigate, in culturally sensitive ways, the ethical challenges that develop in an online environment when working with historically marginalized, coerced, and denigrated populations such as ethnic minorities? This case study discussion reviews the ethical “lessons learned” through our study of male perpetrators of sexual violence that over-sampled ethnic minorities (80%). Our study led us to critically evaluate whether higher education’s coercive norm of Mturk payment of \$1.70 per hour holds any ethical grounding (spoiler alert: we argue it does not).

Sarah Barton  
Virginia Wickline  
Christopher Collins  
Miami University

## **“I’m still comfortable in my skin”: Institutional Influences on Black Gay Males**

This study focused on how Black gay youth (19-24) have negotiated their identities by navigating through myriad institutions. From the participants’ life histories, five factors were found to shape identity formation while navigating institutions: racial shelving (bracketing race in majority-Black environments to contend with sexual identity issues); thick skin (increasing ability to face and conquer challenges based on negotiation of past challenges); self-determination (taking the initiative to seek information and relationships to learn about sexual identity); defying/transcending stereotypes (refusing to conform to dominant narratives); and experiential evolution (understanding that experience translates into growth and self-affirmation). All of these factors address the ways in which the participants have come to understand, negotiate, accept, and even embrace their intersecting identities.

Michael Bartone  
Georgia State University

## **The Teaching and Learning of Race, Racism & Privilege in College Classrooms**

Talking about race, racism and privilege remains one of the most contentious issues in America today, yet it is within our classrooms that these issues must be addressed. There is a growing body of research and scholarship on race pedagogy and best practices that can inform and support faculty teaching about race, racism and white privilege in college classrooms. This literature has overwhelmingly addressed the *teaching* of race and ethnicity, often including activities and resources for faculty to enhance student learning. There is significantly less scholarship investigating race and culture *learning*. This mixed methods study aims to address

this gap by inviting comments, suggestions and reflections from both students and faculty about their teaching and learning experiences.

Margaret Boyd  
Stonehill College

### **Implementing a Training Program on Culturally Competent Care at a University Counseling Center**

“Culturally Competent Care at CAPS” was initiated in February 2013 at the Brown University Counseling Center. In response to our need to learn more about the socio-cultural contexts of the clients that we serve, a training intervention was designed and implemented. Our first few meetings were very informal as we gathered to discuss and respond to readings that addressed issues of diversity and disparity. Since then, we have further structured the intervention to include speakers and a post survey. This presentation will highlight the need for such an intervention, the implementation process as well as the ongoing evaluation. Keywords: Counseling Centers, Training, Cultural Competence, Ivy League.

Allyson Brathwaite-Gardner  
Linda Welsh  
Brown University

### **Political Justice and Cultural Diversity: the Student Activist Narrative**

This presentation proposes and argues for the importance of college student activism as a fundamental role in addressing cultural and racial inequalities. College student activism has led and supported a variety of different cultural diversity movements throughout history. Yet, higher education institutions are largely not facilitating this type of engagement in democracy. Utilizing a document analysis of news articles and qualitative case-study research on campus climate this presentation will highlight how student activism changes structures and systems that perpetuate racial and cultural inequality and how institutions can better support these efforts. Key words: student activism, higher education, cultural diversity

Margaret Brower  
Tufts University

### **Race Dialogue: The Criticality of Meaningful Pedagogy and Necessary Risk of Vulnerability**

This session will explore the impacts and implications of “safe” race dialogue through a Marxist theoretical framework and critical race lens. We aim to better understand how critical race dialogue can be emancipating for both the oppressed and the oppressor, and the need for both parties to be courageously vulnerable in such dialogic interactions. In combating the

internalization and reproduction of racial oppression, we must also turn our heads to the spaces and places where racial privilege is also internalized and reproduced. Both processes must be disrupted. We will explore what this dialogic rehumanizing process looks like in the classroom and workplace. Through the restoration of dignity and freedom in one another, we can move forward toward social justice—together.

Christina Chaise

Institute for Urban and Minority Education at Teachers College, Columbia University

### **Lived Experiences of Black Teachers of English Working in South Korea**

The ongoing scholarship within the field of TESOL tends to perpetuate the stereotypical monolith of a Native English Speaker (NES) being equated to traits of Anglo-Saxons, with which excludes and disregards individuals from the Occident who do not subscribe to such traits, yet carries the NES title. This presentation aims to highlight the reconstruction of the term NES, within the Korean context, through a narrative inquiry that focuses on the lived experiences of Black Teachers of English (BTE).

Quanisha Charles

Indiana University of Pennsylvania

### **Starting from Stories: Transforming professional training through personal exploration of systemic inequality**

Sociocognitive and sociocultural research consistently affirms the importance grounding knowledge acquisition and skill development, two key aspects of professional training, in cultural and positional awareness. Through a series of activities we will ask participants to unpack their own experiences, consider what systems of oppression they are a part of, and interrogate what it would mean to practice social justice. By linking the personal with the professional, practitioners will carry a deeper awareness of their own voice, an understanding of how to use our methods to create safe spaces where all voices are honored, and an appreciation of the power of collective expertise and voicing to drive change.

Donald Burroughs

Wellesley Center for Women

Jennifer Fauci

Boston College

## **College Students' Attitudes toward Seeking Professional Help: The Role of Social Class, Classism, and Stigma**

Researchers have paid relatively little attention to social class and classism on mental health service utilization ("APA Task Force on Socioeconomic Status," 2007; Liu, Soleck et al., 2004; Partiali et al., 2013). Therefore, the primary purpose was to test models of college students' attitudes toward seeking professional help in order to gain a better understanding of college students' underutilization of mental health services. The direct impact of stigma, social class, and classism on attitudes toward seeking professional help were examined. This research also tested how objective and subjective measures of social class relate to attitudes toward seeking professional help indirectly through classism, public stigma, stigma by close others, and self-stigma.

Na-Yeun Choi  
University of Maryland

## **The Myth of Meritocracy: Meaning Making and Microaggressions among Highly Educated Racial, Gender, and Sexual Minorities**

Historically, education has been relied upon as a path to counterbalance inequalities across race, gender, and class. However, when environmental indignities seek to minimize or negate the training and expertise acquired, psychological aftereffects are to be expected. This study will evaluate the effects that microaggressions have on the physical and mental health of highly educated minorities with special emphasis on the effect these experiences have in confirming the meritocracy myth. The study also examines the manifestations of microaggressions across identities, implications of which would lead to a more nuanced understanding of the effects of microaggressions and to the development of specific interventions for clinical practice.

Shelly-Ann Collins Rawle  
Northeastern University

Amanda Weber  
Boston College

## **A Phenomenological Analysis of Invisibility Among College Students: An African-American Woman's Experience**

This qualitative study will explore the lived experiences of African American women college students surrounding microaggressions, racism, and discrimination, which can be connected to invisibility (Franklin, 1999). Schwitzer, Griffin, Ancis, and Thomas (1999) and Alford (2000) have suggested that African American college students deal with issues outside of academics that impact their overall college performance. Results also show that discrimination, racism, and microaggressions are present in varying levels throughout their college experiences. Students identify their own resilience against racism and supports systems within and outside of college as

reasons they are able to continue toward degree completion and beyond. Perceived severity of the encounter correlates with where the student feels they are within their own racial identity and past experiences with racial slights.

Desa Daniel  
New Mexico State University

### **Intergenerational Trauma, Resilience and Race: Cultivating growth and healing**

Over the past decade yoga's popularity has skyrocketed, with the ancient practice making its way into treatment facilities, prisons and even private psychotherapy practice. Clinicians and clients alike are turning to yogic modalities in growing numbers. Current research shows not only that these modalities work, but how they work to produce changes in brain and nervous systems to heal the effects of severe stress and trauma. In this workshop we will discuss how yogis practices can effectively reduce or eliminate the negative effects of extreme abuse and stress. We will also discuss how yoga can be most helpful for those dealing with Post Traumatic Stress Disorder, Complex Trauma, and how yogic modalities can impact those in communities experiencing intergenerational trauma.

Lisa Danylchuk  
Harvard University

### **Do I Belong? Examining Culturally Diverse Cadets' Sense of Belonging at The United States Air Force Academy.**

This study analyzes culturally diverse students (cadets') sense of belonging at the United States Air Force Academy (USAFA), a predominately white, military institution. Questions derived from the 2015 Diverse Learning Environment [DLE] Core Survey (UCLA) and Goodenow's Psychological Sense of School Membership (1993) were used to explore, reveal, and assess several aspects of USAFA's environment and overall atmosphere, as well as cadets' perceptions of experiences of their campus climate. A total of 778 (568 non-minority and 210 minority) cadets were surveyed over a period of 4 days. It was hypothesized that culturally diverse cadets would 1) have lower levels of sense of belonging; and 2) would identify more negative issues with the campus' racial climate than those who are within the non-minority population.

Sonia Esquivel  
Leah Pound  
Stephanie Bossert  
Lucas Brown  
Javaugn Baltrip  
The United States Air Force Academy

## **Racial Profiling Disorder: Domestic Terrorism and Hate Groups**

In this presentation the book, Racial Profiling Disorder: domestic terrorism and hate groups will be presented. It is based on my 2014 doctoral dissertation that was inspired by Dr. Helms's book, A Race is a Nice Thing to Have. Racial Profiling Disorder identifies a pervasive and pathological disorder, seen throughout American history that aims to demonize and oppress Blacks. For example, in 1851, physician Samuel Cartwright coined the term drapetomania to define Black men who escaped slavery (White, 2002). The term protest psychosis was coined in 1968 by psychiatrists Walter Bromberg and Franck Simon, who argued that Black Power views drove Black men insane. Subsequently, Black men who protested poor conditions in the Iona, Michigan Prison in the 1960's and 1970's were intentionally misdiagnosed, as Schizophrenics and treated harshly (Metzl, 2010). This presentation will uncover the Racial Profiling Disorder and connect it to Ferguson, Structured Institution Racism in America and police shootings of unarmed Black men.

Demetrius Ford  
Center for Law, Health, & Justice

## **A Qualitative Analysis of Acculturation on the Understanding of Depressive Symptoms**

Research suggests that Latina women and adolescents endorse high rates of past-month sadness, hopelessness, and worthlessness when compared to other U.S. ethnic/racial groups (Lorenzo-Blanco et al., 2012). The ongoing growth of the U.S. Latino/a population in conjunction with the relatively high risk of depression among Latinas creates the need for a better understanding of the construct of depression within this population. This presentation will present qualitative data that explored how acculturation impacts the way in which Dominican women and their adolescent daughters understand 'depression'. This includes discussion regarding developmental and cultural differences between Latina mothers and their daughters and how those differences impact the perception and expression of depressive symptoms. Implications will be discussed.

Jadig Garcia  
Suffolk University

Natalie Garcia  
North Suffolk Mental Health Association

## **The Impact of Medical Interpretation in the Treatment of Hispanics Coping with Trauma**

Quality of interpretation and the role it plays in the quality of care should be addressed as it relates to non-English speaking Hispanics. Specifically, quality of medical care can be affected by inaccurate patient disclosure or due to an interpreter's lack of experience (Hsieh, 2006). For females, particularly victims of rape and violence, interpretation becomes more difficult as they must then endure the added trauma of relaying their story to a stranger and hearing their story be retold to the doctor (Julliard et al., 2008). This discussion session seeks to highlight the impact

that interpretation quality has on the care of Hispanics, specifically those who have experienced trauma, and initiate discourse regarding how to improve interpretation services to this population.

Natalie Garcia  
North Suffolk Mental Health Association

Jadig Garcia  
Suffolk University

### **Racial/Ethnic Diversity in the Psychology of Men through Religion and Reference Groups**

The psychology of men and masculinity has focused largely on white, Western conceptions of “traditional masculinity” over the last 30 years. Despite calls in the literature to increase participant and methodological diversity, prominent theories and methods have maintained the status quo. This has led to an over-pathologizing of men of color. Two concepts have arisen – “reference group identity” and “subjective masculinity” – that can better elucidate the relationship between gender identity and other intersecting identities for men, including race, ethnicity, religiousness, and spirituality. This presentation will explore possible ways to examine and re-conceptualize healthy gender identity for men of color through more inclusive lenses and more holistic research methods.

Zachary Gerdes  
University of Akron

### **Health and Racial (in)Equity – Insights from an Innovative Game in Boston Neighborhoods**

In fall 2014, Brigham and Women’s hospital sought to identify opportunities to increase health equity for communities of color living and working in the hospital’s priority neighborhoods. Over 450 individuals, including those who live, work, and play in the neighborhoods participated in an online game by answering multiple choice and open ended questions about perceptions and recommendations for improving the health of individuals, neighborhoods, and Boston city-wide. In addition to health recommendations, many of the 8,000+ participant comments provided important insight into perceptions of race equity in Boston. Throughout the game, players provided recommendations for how to make Boston a more racially equitable place to live, and highlighted the importance of addressing systems-level barriers in improving community health.

Reann Gibson  
Institute for Community Health

### **Culture and Power in College Athletics: African-American Student-Athletes at Predominately White Institutions**

Student athletes are an “at-risk” population in developing psychiatric difficulties compared to their peers. African-American student-athletes (AASA’s), particularly those from underprivileged circumstances, often have additional vulnerabilities. AASA’s mental health can

be further negatively exacerbated by the academic and cultural challenges of attending predominately white institutions (PWI's). Moreover, help seeking behaviors by male and female AASA's may be further compromised by traditional negative attitudes towards participating in mental health interventions. Identifying and elucidating ongoing concerns, oppression, and injustices in college athletics is examined, specifically as it relates to mental health concerns and abusive coaching. Mechanisms to report the abuse, prevention/early interventions strategies, and access to psychiatric services are discussed.

Emmett Gill  
University of Texas, San Antonio

Cindy Aron  
Samaritan Health

### **Social Justice In Collegiate Athletics: The work of The Student--Athletes Human Rights Project**

This presentation will explore the work of the Student-Athletes Human Rights Project and its attempts to address social injustices impacting college athletes including their right to a functional education and to use their name and likeness to generate additional income. The first case is the UNC academic scandal and the Project's involvement in the pursuit of social justice for former UNC college athletes. The second case will present the Project's work related to O'Bannon v. NCAA, which involves student-athletes pursuit of their right to use their name and likeness to generate income. The objectives include presenting ideas to help athletes understand the notion of social justice and exchanging ideas on how to increase athletes participation in advocacy and activism.

Emmett Gill  
University of Texas at San Antonio

### **Critical Race Spatial Analysis: Mapping and Justice in East Boston and Revere**

Community-Based Organizations in East Boston (Casa El Salvador) and Revere (Women Encouraging Empowerment) collaborated with BC's Center for Human Rights and International Justice to learn how 20 Latino families use languages (Spanish and English) and access services. Integrating semi-structured family interviews with quantitative US Census 2000 and 2010 data, we used Geographic Information System (GIS) to represent areas with high minority, limited-English, and lower-income, known as Environmental Justice (EJ) Populations. Building a Critical Race Spatial Analysis, we explore relations between EJ Populations and community services. We found East Boston's EJ Populations are closer to community services than Revere's. Revere EJ Populations are comparatively newer. Both EJ Populations in Revere and East Boston are targeted by predatory lending, warranting further attention

Shaun Glaze  
Boston College

## **Constructing Jewishness: American Jewry and the Politics of Whiteness in Post-World War II America**

I argue that Jewish whiteness was the accomplishment of an historical process that is best understood in the context of American racial politics of the post-war period. First, I offer background on the “white ethnic revival” of the 60s that took place largely as a response to the identity politics of the civil rights movement. Second, I examine American Jewish performances of nostalgia as a participation in the white ethnic revival that both affirmed Jewish roots and offered distance from them. Finally, I examine anti-blackness as a strategy by which American Jews portrayed Jewishness as a “model minority” culture over against an imagined blackness contaminated with cultural pathologies. I suggest that this post-war shift from an “anxious subculture” to a part of the white majority functions as the ur-moment of the Jewish present, and is thus important to understand for normative inquiries into Jewish ethics and theology.

Evan Goldstein  
Union Theological Seminary

## **The Tapestry Model: Exploring Social Identities, Privilege and Oppression from an Intersectional Perspective**

The Tapestry Model uses the metaphor of weaving a tapestry to illustrate key concepts of intersectional theory and the interrelationships among various social identities and forms of structural inequality. Using different colored threads to represent different social identities, the image of a tapestry helps capture how social identities interweave within larger systems of privilege and oppression, shaping people’s self-identities and lived experiences. In this experiential workshop, we will use the tapestry model to explore the intersection of race and racism with other social identities and forms of systemic inequality. Participants will gain a clearer understanding of tenets of an intersectional framework, reflect on their own identities and experiences of oppression and privilege, and consider how to apply this model in their work.

Diane Goodman  
Independent Consultant

## **Advocates, Allies, and/or Critical Organic Catalysts: Reevaluating the Role of Black Psychologists in Collaborative Research**

Approximately fourteen years ago Jordan, Bogat, and Smith (2001) published what has become for us (Monique, Justin, and Devin) an important article about the obstacles Black psychologists often encounter when attempting to conduct collaborative and participatory action research (PAR) with and in communities they share ethnic/cultural heritage, social class, abilities, geographically defined communities and/or sexual orientation. In our presentation we will discuss how we worked around aspects of our doctoral training in order to become culturally competent and responsive Black social psychologists.

Monique Guishard  
Bronx Community College

Justin Brown  
LaGuardia Community College

Devin Heyward  
The Graduate Center-CUNY

### **Mental Illness Stigma: Family-Level Conceptualization**

In a Chinese immigrant sample, we examined whether mental illness stigma endorsed by individuals with mental illness and their family members is predictive of a 'family-level' internalized stigma construct. Further, we assessed whether stigma threatening core life domains in Chinese groups will be greater at the 'family-level'. Findings from our research may inform tailored anti-stigma interventions aimed at Chinese immigrant consumers and relatives. Suggestions for future research include: validation of family-level stigma measures; establish a theoretical framework for understanding and examining family level/social stigma; systematically examine mental illness stigma across cultural groups and identify when mental illness stigma is most salient; and test the effectiveness of consumer and relative anti-stigma interventions that address mental illness stigma surrounding core values

Emily He  
Clark University

### **Racial socialization and identity development: Therapists working with Black and cross-racial families**

The purpose of this session is to consider the processes of racial socialization and the ways in which therapists can support children's and families' racial identity exploration and development. The session will focus on the unique experiences of Black and mixed children and families, including White parents raising Black children. The presenter will describe theories and research related to racial socialization, including: (1) children's developing conceptions of race and racial bias, (2) children's experiences of racism and discrimination, (3) impacts of racism on mental health and functioning, and (4) processes of racial identity development. The session will also include consideration of practical ways to therapeutically intervene in clients' exploration and development of positive racial identities.

Alea Holman  
John F. Kennedy University, CA School for the Blind

## **Examining the African American female doctoral student in STEM.**

The social identity and identity development of African American women are complex conceptions that have long been investigated by psychology scholars and researchers alike, in efforts to determine the relationship between self-esteem, academic performance and psychological well-being. Poor self-image and low self-confidence, can greatly affect academic performance in the more demanding and arduous fields of academia, such as STEM (science, technology, engineering and mathematics) education. STEM educational programs are in search for ways to recruit and retain enrollment, in order to help the U.S. to maintain a competitive edge in scientific research and medical and technological advancement. This presentation will expand on the current literature by exploring the obstacles and deterrents African American woman face while enrolled in STEM.

Kenesa Holness  
Springfield College

## **Collegiate Experiences of Division III Female Student-Athletes of Color at a Predominantly White Institution**

Most people are unaware that “African Americans are absent or nearly absent in thirty-nine of forty-four men’s and women’s sports played in college...” (Coakley, 2009, p.293). More specifically, “African American women make up 10.4% of all NCAA Division I female student athletes.” (NCAA, 2003). The general lack of representation, and thus research, regarding the experiences of African American female student-athletes in collegiate sports is alarming. Beyond this, female student-athletes of color at non-division I institutions receive even less attention from researchers. Through the lens of Black Feminist Thought, this study provided young, division III, female student-athletes of color the opportunity to speak to their collegiate experiences, raising a level of consciousness to an otherwise silenced and overlooked population.

Jacqueline Hyman  
Boston University

## **Social Justice Practicum and The Importance of Developing Graduate Students’ Ethnic Identity**

A key aspect of the SJP is to work with students on developing their own ethnic identity. Ethnic identity is an aspect of social identity that has been defined by Tajfel (1981 as cited in Phinney & Ong, 2007) as the part of an individual’s self-concept that comes from knowledge about an individual’s membership of a social group along with the value and emotional significance associated with the membership (Phinney & Ong, 2007). It is necessary for students to develop their own ethnic identity especially since the SJP projects usually impact low socioeconomic populations in the Chicagoland area which are often people of color.

Christina Jackson-Bailey  
Camille Williamson  
Rebecca Johnson  
Adler University

### **Powerless: The Implications of Violence in Mexico on Mental Health and Immigrants**

Severe and lasting psychological effects have consistently been associated with human-rights abuse, conflict, wars and civil unrest. Within recent years, Mexico has witnessed an increase in crime, violence, and strong distrust of politicians and law enforcement. The most current statistics of mental health rates and services provided in Mexico will be discussed. This presentation will cover implications such as the current state of mental health services in Mexico, migration to the United States, and other influential common factors like high crime rates, unemployment, poverty, and current political climate in Mexico. Mental health rates for Mexican immigrants will be also be discussed including alternate recommendations for psychological services needed in both Mexico and the US.

Licci Jaimes  
University of Indianapolis

### **A Conceptualization of Terrorism as a Result of the Transfer of Function across Stimuli**

A conceptualization of terrorism evolved to create a new relational frame as a result of the transfer of function across the stimuli. Sidman (2003) proposed terrorism as a behavior, which is determined by its consequence (Sidman, 2003). Therefore, the physical and social environmental factors effects are studied to understand and change the behavior (Sidman, 2003). This principle has been negated due to the focus on external sources and removing the control of the inner sources, which denies the individualistic control and the mutual relation between conduct and consequence. Additionally, Sidman (2003) suggested that the basis for our survival is not only as individuals but also as a species. Hayes, Barnes-Holmes, and Roche (2001) proposed that there must be a rationale for individuals to hate someone who they have not met. Behavior Analysts have started to empirically analyze language to understand the role of human behaviors which include bias. Moreover, educational methods that aimed to reduce prejudice have actually contributed to strengthen the stereotypes via derived relational responding. Additionally, suppression of prejudice thoughts initially can show significant success, however, it will lead to increase disturbing thoughts over a span of time. Therefore, the prejudice thoughts will increase significantly when individuals are required to be less willing.

Suzzanna Javed  
Columbia University

## **Multicultural career counseling: An imperative for the success of today's college students**

Multicultural sensitivity in career counseling with college students is necessary to account for needs of the diversifying body of students who are accessing higher education (Swanson, 1993). Vocational psychology researchers have studied and documented how one's background factors such as race, gender, ability status, and others affect the career development process (Lent, Brown, & Hackett, 1994; Swanson, 1993). Thus, career counselors must be trained in multicultural career counseling concepts because traditional tenets of career counseling do not explicitly incorporate consideration of one's context (Flores & Heppner, 2002). This proposed intervention will provide a structured training opportunity for career counselors on college campuses to gain multicultural counseling information, awareness, and skills to promote a holistic career development process for all students.

Sutha K Kanagasingam  
University of Nebraska-Lincoln

## **Aftercare Engagement: A Review of the Literature Through the Lens of Disparities**

Grounded in Klinkenberg and Calsyn's (1996) framework, we review current research on aftercare engagement (i.e., follow-up with outpatient care post-psychiatric hospitalization), identifying commonalities between the prior and current review and highlighting gaps for future research. We focus specifically on variables pertinent to racial/ethnic disparities, including socioeconomic status, insurance, stigma and mental health literacy, prior treatment history, and systems-level factors such as wait lists and outreach efforts. We targeted articles written in English and conducted in the United States. Accumulating evidence suggests that disparities exist in this transition. We found modest support for the association between aftercare engagement and individual- and community-level variables. Systems-level variables were more consistent predictors. Suggestions for future research and implications of observed racial/ethnic disparities are explored.

Kristen Keefe  
Clark University

## **Natural Disasters: Perceptions of Victims and Survivors Based on Race and Gender**

Race and gender play a significant role in how others perceive and respond to people who have experienced a natural disaster. The media's focus on race and gender can affect how viewers perceive those who have lived through a disaster as either victims or survivors. The current study addresses this gap by examining how the influence of race and gender elicit responses from participants that are related to perceiving people as victims or survivors of natural disasters. Results from this study may help mental health professionals identify factors related to perceptions that are attributed to victims and survivors of disasters and provide insight to better understand how individual's perceptions can be influenced by salient factors such as race and gender.

Elizabeth Louis  
University of Georgia

### **Marginalized Groups in American Society and Bruce Springsteen's Work: Oppression, Complexity, Resilience**

Marginalized groups in society as seen through the lens of Springsteen's work, including those who are ethnically and racially diverse, immigrants, refugees, or poor, and the trauma, violence, racism, police interactions, and oppression experienced in such groups, is the focus of this symposium. Faith in possibilities and resilience are also palpable in Springsteen's consideration of collective and individual solutions while drawing on traditions of social justice, and are explored. Our purpose is to offer music in conjunction with salient psychological constructs as a vehicle for reflecting on, increasing empathy for, and generating solutions about work with marginalized populations, and encouraging conversation around processes such as prejudice and stereotyping with more privileged populations who may not "see" those who are "other".

Lorraine Mangione  
Antioch University New England

### **Perceptions of standardized tests and academic self-efficacy of African American graduate students.**

Graduate education has been critical for many African Americans in the improvement of their socioeconomic status in America. Despite recent gains in their educational attainment, studies continue to show large discrepancies in their college enrollment, academic achievement, and degree attainment. This study examined the perceptions of standardized tests, Graduate Record Exam (GRE) scores, academic self-efficacy, and academic performance of 247 African American graduate students. The findings of this study hopes to promote awareness about how African American graduate students perceive standardized tests and how these perceptions may influence their academic self-efficacy in order to provide insight and clarity on how the relationship between these variables affect their academic performance. Discussions on methodology, findings, and future implications will be discussed.

Arleezah Marrah  
Barry University

### **Racial violence in a post-racial society: Strategies and implications of ongoing traumatic stress response and continuous traumatic stress among African Americans**

The African American experience in America has been deeply entrenched in racially motivated violence and trauma. This exposure to racially motivated violence and trauma has had lifelong consequences that have negatively affected their mental and physical health. Although the literature discussing this topic has shed light on this important issue, the discussion has primarily

focused on the impact of past violence only. This presentation will highlight the importance of understanding continuous traumatic stress and ongoing traumatic stress response. Participants will learn how to differentiate continuous traumatic stress and ongoing traumatic stress response from PTSD and other forms of trauma. Strategies on how to recognize continuous traumatic stress and ongoing traumatic stress response specifically in African American clients will be discussed.

Arleezah Marrah  
Racheal Noble  
Barry University

### **History Matters: How Past Policies Shape Today's Public Health and Well-Being**

The plans, laws, and investments made yesterday will shape our communities tomorrow. Indeed, history demonstrates the profound impact that past policies have on present conditions. Even the most obscure tax codes and legislation can lead to tragic outcomes for some communities while paving the way for triumphant opportunities for others, and it has often been the case that oversight or bias in one era of policy has given way to the challenges of the next. Whether on the Federal, State, or Local level, understanding the laws of the land and the context in which they were created is critical to improving the health, education, transportation, housing, and economic landscapes of our cities in an equitable and sustainable way.

Matthew Martin  
David Norris  
The Kirwan Institute

### **Countering Oppression: Socially Just multicultural mental health practice**

Social justice, the moral organizing principle of social work and allied professions, requires social workers and others from allied disciplines to rectify the oppressive realities that exist in the daily lives of populations experiencing vulnerability and psychological suffering. Corrective actions and the advancement of human well-being across the lifespan remain critical principles of social justice. Directed toward securing social and economic justice, and addressing the needs of clients experiencing inequity, marginalization, exploitation, powerlessness, cultural imperialism, and violence is a vital component of the mental health change process. This exploratory qualitative study identifies and examines ways in which mental health practitioners enact socially just mental health practice on micro, meso, and macro levels.

Anna Martin-Jearld  
Jonghyun Lee  
Hadidja Nyiransekuye  
Bridgewater State University

## **Microaggressions and Social Media on Campus**

While racialized aggressions are prevalent on college campuses, researchers have only just begun to investigate social media's relationship to microaggressions in higher education settings. As a result of proclamations of colorblindness and anti-prejudice attitudes by white students (Helms, 1992), predominantly white institutions (PWI) are ideal environments in which these racialized aggressions are demonstrated (McCabe, 2009; Harwood, Hunt, Mendenhall, & Lewis, 2012). A pilot study of interviews and electronic survey data examining student of color experiences of online microaggressions at predominantly white colleges provides an initial assessment of the sources, types, and perceived effects of microaggressions received by these students. An overview of student experiences with online microaggressions is presented, along with implications for practice.

Ana Martinez-Aleman  
Kevin Gin  
Boston College

## **Establishing Points of Connection for Collaborative, Crossracial Community Efforts**

When researching Black and Latino youth relations in the United States, sociologist Freer and Sandoval Lopez (2011) identify that the strongest multiracial coalitions are rooted in an understanding of shared history and common fate. In this presentation, the author uses historical case studies to identify often overlooked, forgotten, or excluded points of connection between Black, Latino, and Asian American communities. From school desegregation cases to theatrical groups, the points of connection between these seemingly disparate communities are numerous. In this individual presentation, the presenter will provide historical examples of similarities between racial groups.

Marisela Martinez-Cola  
Emory University

## **Leaks in the Information Pipeline: Differences in College Aspiring Latino Students' Execution of Critical Precollege Actions**

College knowledge, or information about higher education and the steps required to apply is an important factor in the likelihood a student will actually enroll. The college admissions process is daunting for minority students. Institutional agents such as counselors and teachers are often gatekeepers of information about the college going process. However, minority youth struggle to develop relationships with institutional agents. This study uses data from the Educational Longitudinal Study of 2002 to examine differences in accessing college information sources such as institutional agents, and completing pre-college actions among Latino high school students. Results show that Latino students experience some success with accessing institutional agents during their early years but not in their senior year of high school. Key words: college information, Latino students, institutional agents.

Sylvia Martinez  
Indiana University

### **Latin@ bicultural competence: The injustice of race**

Latinas/os who may face the challenge of negotiating different, and often conflicting, cultural demands. While biculturalism is said to be the optimal solution to cultural adaptation, this area of work is limited by lack of attention to social injustices based on notions of superiority and inferiority. The presentation will discuss an exploratory study that extended LaFramboise et al.'s (1993) model of bicultural competence with constructs that discuss how racial and ethnic minorities evaluate themselves as members of both minority ethnic (i.e., collective esteem) and racial (i.e., racial identity status attitudes) groups. The model was tested through structural equation modeling with 413 Latinas/os living in the U.S. The relationship between biculturalism and depression and anxiety was also examined. The results highlighted cultural adaptation might be more complex and include a dynamic interplay of racial, ethnic, and cultural experiences. Implications for research will be discussed.

Silvia Mazzula  
John Jay College of Criminal Justice

### **Are you a Greek or a Barbarian**

The presentation aims to offer a literature and press review, to describe the drastic increase of racist crimes observed in Greece, in relation to the Greek economic crisis and the rise of the Golden Dawn, a Neo-Nazi party. According to reports by the Hellenic Ministry of the Interior Public Administration and Decentralization (2015, 2009), Golden Dawn accumulated 6.28% of the Greek votes in the 2015 elections, as opposed to 0.28% in the 2009 national Greek elections. Various reports, including the European Counsel of Racism and Injustice and Office for Democratic Institutions and Human Rights, have indicated that the increase in racist violence is related to and expressed by the increased popularity and affiliation with the Golden Dawn.

Maria Milo  
Mixalis Poulakis  
University of Indianapolis

### **Effectively Teaching Multicultural Psychology and Social Justice Through Reliving Historical Events and Cultural Immersion**

Optimal teaching and learning about multicultural psychology and social justice at the graduate level may be best done through strategies of embedding, infusing and integrating content, process into clinical practice. This may also be a prime opportunity to teach and learn also about social justice, historical injustices and the need to commit to social justice advocacy professionally with a focus on predominant or specific cultural communities such as African

American, Asian American, Native American, Latino, LGBT, etc. communities. As a specific example, the presenter has access to over twenty years of data teaching a specific Asian American sociocultural and psychological class to several hundred doctoral psychology students.

Matthew Mock  
John F. Kennedy University

### **Latino Student Experience at a Predominantly White University**

Although the number of Latino students attending universities across the country has increased in the past two decades, a significant gap still exists in terms of persistence and academic achievement. While a variety of factors have been proposed as possible reasons for the disparity, the importance of on-campus support tends to be overlooked. Predominately white university campuses often have few campus support systems which address the issues faced by these students, as well as limited spaces in which they can comfortably share and discuss their experiences. Thus the purpose of this study will be to explore the ways in which a particular group of Latino undergraduate college students experience higher education at a predominately white university in western Pennsylvania.

Jonathan Montgomery  
Indiana University of Pennsylvania

### **Creating Fair and Equitable Classrooms through Cultural Responsive Teaching**

In order to close the achievement gap in education, it is imperative for educators to meet the needs of all their students. One easy way to assist in closing that gap is to create fair and equitable classrooms that are culturally responsive to the needs of the students. Too often, pedagogy that reflects the educator's needs and/or culture is implemented in the classroom, often leaving the students' needs unmet. Being culturally competent in the backgrounds from which students come from and implementing strategies that adhere to their culture, can bridge the achievement gap. This session will examine the principles of culturally responsive teaching. Additionally, the presenter, a veteran educator with 20 years of experience, will share new and innovative strategies that can engage students in a manner that is culturally significant and meets the needs of all students.

Mercedes Naber-Fisher  
Toledo Public Schools

### **Multimodal psychotherapy for immigrant survivors of torture and trauma**

Aspects of clinical work unique to the trauma experiences of refugees and asylum-seekers will be examined. The distinctive post-traumatic stress reactions that torture survivors experience will be explored, which are compounded by acculturative and legal difficulties and disconnections

from loved ones. These contribute to identity disorientation, depression and self-destructive behaviors, guilt, powerlessness, internalized shame, and can deleteriously impact a sense of ethnic identity and contribute to social isolation. Given the complexity of the issues immigrant survivors of torture encounter, the trauma therapist working must utilize integrative treatment strategies. A unique combination of cognitive-behavioral, existential, contemplative, and empowerment-focused therapy techniques to reduce symptoms and improve acculturation will be discussed. Case examples from the author's clinical experiences will illustrate the process and effectiveness of this approach.

Saloomah Nazari  
NY State Office of Mental Health

### **Addressing Barriers to Reducing Racism through Narrative and Popular Culture**

Racism involves affective (emotional), cognitive (thoughts), and behavioral (action) components (Pitner & Sakamoto, 2005). Unfortunately, these same factors reduce the likelihood of attitude change. This interdisciplinary and interactive workshop provides examples of how to identify and address racism using educational approaches that target these factors and draw from historical, literary, and psychological perspectives. Workshop presenters include authors of works examining social and identity issues surrounding race, gender, ethnic, and religious difference. Presenters will illustrate the use of narrative and storytelling approaches (e.g., oral history and in-person interviews) to examine implicit and explicit racist attitudes as well as the use of popular culture (e.g., propaganda posters, cartoons, comics) to engage individuals in nonconfrontational yet impactful explorations and dialogue.

Alicia Nordstrom  
Patrick Hamilton  
Allan Austin  
Misericordia University

Justin Nordstrom  
Penn State-Hazleton

### **Standing in the Gap**

Data from recent U.S. Department of Education support ongoing discourse about the achievement gap between racial minorities and their White counterparts. Black students particularly, continue to present with poor academic performance and increased disciplinary issues. This workshop presents a mentoring program, Standing in the Gap, that aims to develop resiliency among African American boys. By receiving direct support from African American undergraduate student mentors and engaging in activities and discussions around racial identity, stereotypes, achievement, and career development, African American boys deconstruct their racial experiences and begin to develop an identity that will protect them against the effects of the social injustices they experience. Participants will learn more about Standing in the Gap,

have an opportunity to partake in a mock efficacy session, and engage in a discussion about ways to improve the program and the implications of programs like this on bridging the gap in achievement.

Latifat Odunewu  
DonTerius Tinsley  
Anita Thomas  
Loyola University

### **University's Response to Social Justice**

Recent issues of social justice – Jena 6, Trayvon Martin, Michael Brown, and Eric Garner – have prompted college students to share stories that highlight experiences with racism and social injustice (Leonard, 2014). These events sparked the “new civil rights movement” (McGuire, 2014). This captures the plight of a post-racial generation’s struggle to find a voice in the issue they were taught no longer existed. It captures the lesser studied plight of educators to provide language to a generation that learned to be silent regarding race relations. An open dialogue discussing how to assess university students, beginning and maintaining productive conversation about social responsibility, and implementing program changes to establish the response to social injustice as relevant will be facilitated.

Cassandra Page  
Susan George  
Regent University

### **Transnational Lives of International Students and Transmission on Race**

Using in-depth interviews and ethnography of Korean international students in New York City and Korean nationals in Seoul, this research examines how migrants' social status differences in terms of class and race between the country of origin and the country of residence shape the ways in which they navigate transnational social fields and communicate about race with their own nationals. This research advances the inquiry on globalization by examining the under-researched transnational actors from the global South and providing a transnational perspective on the intersection of class and race and its social implications.

Sung Choon Park  
The New School for Social Research

### **KEEP Calm and Rock the Boat: Mindfulness, multicultural training and social change**

Significant research demonstrates the correlation between discrimination and prolonged psychological and physical problems (Brown-Iannuzzi et al., 2013). In youth, exposure to racism and discrimination places minority students at greater risk for academic difficulties, mental

health concerns, and other adverse challenges (Gutman, Sameroff, & Cole, 2003). Among a counseling population, studies show that clients of color may terminate counseling prematurely due to cross-cultural differences and feelings of discrimination within therapy (Sue & Sue, 1977). In this structured discussion, we will first highlight research linking mindfulness to multicultural competence and social justice. We will then lead a dialogue about mindfulness in K-12, higher education and mental health organizations with the goal of developing innovative ways to utilize mindfulness for diversity training and societal change.

Jennie Park-Taylor  
Lauren Latella  
Maria Pelosi  
Annette Rapice  
Heidi Schibuk  
Fordham University

### **Strengths Based Institutional Change: Inclusive Excellence as Social Justice Advocacy to Impact Student Success**

Racial, ethnic, and social injustice must be addressed through targeted attention to educational inequity. Inclusive excellence is the vanguard of dynamic strategic planning at Saint Mary's College of California through implementation of the Organizational Developmental Model of Inclusion (ODMI) as a foundation for institutional and departmental self-study. Connecting initiatives grounded in social justice to tangible student success outcomes can be elusive; the High Potential (HP) program, a first generation (FG) to college initiative, employs the ODMI, an emphasis on strengths, and faculty/staff partnerships to create a community of distinction and an environment of achievement to support students. Participants will experience an interactive workshop reviewing how proposal authors cultivated the institution's mission, resolve, and dedication to inclusion to instigate positive change.

Tracy Pascua Dea  
Gloria Aquino Sosa  
St. Mary's College of California

### **Attachment, Intolerance of Uncertainty, and Acculturative Stress of International Students**

Previous research findings (Wang & Mallinckrodt, 2006) have suggested that insecure attachment (i.e., attachment avoidance and attachment anxiety) is significantly associated with adjustment difficulties and psychological distress but the specific mechanism remain unclear. Based on attachment theory and empirical evidence, the current study examined a mediation model that depicted the relationships among attachment insecurity, intolerance of uncertainty, and acculturative stress. A sample of 217 international students recruited from a large, public university in the U.S. completed the research questionnaires that measured the variables of interest. Results of regression analyses indicated that intolerance of uncertainty partially mediated the relationship between attachment anxiety and acculturative stress, as well as

attachment avoidance and acculturative stress. Implications and limitations of the study will be discussed.

Cynthia Ponciano  
University of North Texas

### **Voices of Haitian Teachers: Exposing Colonial Legacies through Critical Race Theory**

Developing quality teachers is at the center of education reform and it is known that quality in-service teacher professional development can lead to improved instruction and student learning and ultimately promote social equity. Currently, there is no empirical research on in-service professional development in Haiti. Given the importance of teacher development, research is needed in Haiti to explore the current educational realities. Utilizing a Qualitative Interpretive Phenomenological Analysis (IPA) theoretical framework and a Critical Race Theory (CRT) framework the objective of this paper is to explore the lived experiences and perceptions of teachers in Haiti. The findings revealed colonial legacies that impede the marginalized teachers in this semi-rural town full access to educational opportunities and economic growth. The implications of these findings contribute to improving the teacher development practices and ultimately promote social equity throughout Haiti.

Sarah Quessa Coupet  
Northeastern University

### **Incorporating Masculinity, Shame, and Experiences of Discrimination in to Sex Offender Risk Assessment and Treatment**

Clinical observations of adult men in a sex offender treatment program have raised the question of how masculinity, shame, and experiences of discrimination influence sexual offending. This presentation will review relevant research on sexual offending, masculinity, masculine gender role strain, shame, and the negative effects of discrimination on individuals from minority groups to explain how these constructs could be related to recidivism among sexual offenders. This presentation will also offer clinical examples to further support the hypothesis that these constructs influence an individual's risk to sexually reoffend. If these social justice concerns (i.e., experiences of discrimination and oppression) and multicultural aspects of individuals (i.e., shame and gender role strain) are indeed connected to sexual offending, then the current methods of assessing and treating sexual offenders fail to capture and address these important areas of risk. This presentation emphasizes the need for more multiculturally competent assessment and treatment of sexual offenders.

Christina Richardson  
University of Nebraska-Lincoln

## **Racism in Brazilian Context Psychopathology and Invisible**

This paper aims to point out that racism present in eugenic theories adopted by the Brazilian psychiatry at the beginning of the twentieth century has not disappeared. Thus, in accordance with Foucault's view on the reorganization of the power games in order to keep the status quo, racism left the scene of theoretical evidence moving to the invisibility of mental health practices in Brazil. This becomes evident in at least three respects: 1) the inexistence of or non-requirement of filling in the field "race/color" in the patient records available in mental health services; 2) the evidence of increased psychiatrization of black people when compared to non-Black people; 3) the contention more often used with Black people than with non-Black people.

Marizete Gouveia Damasceno Scott  
University of Brasilia

## **Adult Attachment, Power Differential, and Marital Satisfaction of Individuals in Interracial Marriages**

Attachment research has consistently indicated that securely attached individuals tend to report higher marital satisfaction (Troy, 2008); however, gender and ethnic power differential may affect the dynamics of interracial couples and modify the attachment-marital satisfaction relationship. This study explored the possible moderation effect of the power differential associated with spousal ethnic combination and gender on the relationship between adult attachment and marital satisfaction. Results showed ethnical power differential significantly moderated the attachment avoidance and marital satisfaction link for female participants. Specifically, the relationship between attachment avoidance and marital satisfaction was stronger for wives who were minorities with White spouses than wives who were White with minority spouses. Implications, limitations, and future directions will be discussed.

Bini Sebastian  
University of North Texas

## **The Impact of Race on Sexual Assault Case Investigations**

This session describes how the influence of race on sexual assault (SA) case outcomes has been examined in prior literature, including how race has been defined, what theories have been used to inform empirical investigations, and research findings. A recent study that used social dominance theory to examine how race impacts SA investigations is showcased. This theoretical framework allowed for the identification of particular mechanisms used by police to justify their differential response to SA cases involving victims of Color and may reconcile prior inconsistencies across studies. This session challenges us to move beyond simply investigating if race impacts the criminal justice system response to SA, to how it has its influence, allowing us to identify leverage points for change.

Jessica Shaw  
National Institute of Justice

## **Scholars Committed to Opportunities in Psychological Education: Increasing Access to Doctoral Education**

Despite increases in racial/ethnic minority (REM) individuals in the United States, the number of REMs completing doctoral education has not comparably increased (APA, 2008). One contributing factor is unsatisfactory mentorship related to applying to graduate school. To reduce problems associated with lack of knowledge about the application process, we are implementing Scholars Committed to Opportunities in Psychological Education (SCOPE), which aims to build skills for REMs applying to psychology doctoral programs. The SCOPE program workshop topics and activities, incentives for participating, and mentor and participant experiences will be discussed. Additionally, preliminary data will be presented on a variety of measures from pre- to post-program implementation. Further, guidelines and information about implementing similar programs in other regions will be discussed.

Madison Silverstein  
Auburn University

## **Using the International Experience to Make Whiteness Visible**

Session provides an exploration of concepts and exercises to prepare student for the intercultural experiences international or domestic. Participants will sample exercises and discuss the links to both intercultural development and white identity development models. The presenter will draw on his domestic and international experiences as faculty and presenter to provide specific examples. Session will benefit education professionals working on the campus climate for international students of color, seeking to engage Anglo identified students in exploring their racial identity pre and post international study programs and challenge student to explore the social constructions of whiteness.

Sherwood Smith  
University of Vermont

## **Centering Race & Racism in Classroom Conversations About Equity In Health Care**

The academic frame of diversity mutes the role of race in classroom discussions about the recent police killings of African American men. Despite what the frame promises, the diversity framework, equates race with other social identities such as gender, sexual orientation, religion, and immigration status. Educating practitioners in the healthcare and social work professions about racial equity cannot be achieved through a framework of diversity. As we prepare future practitioners across disciplines to engage in cross-cultural encounters and promote equity, it is imperative that we create spaces for race-based dialogues. Recent acts of racism are used to generate dialogues that recognize bias, appreciate difference, move attitudes beyond tolerance, challenge personal truths and construct new narratives that facilitate sustainable solutions to healthcare disparities and social wellbeing. Experiential learning methodologies are used for the workshop.

Willie Tolliver  
Silberman School of Social Work. Hunter College

Kenya Beard  
Jersey College

### **Instilling Intellectual Character: The Interplay of Social Justice and Creativity**

Creative thinking, reflective thinking, and critical thinking are all components of intellectual character (Ritchhart, 2002). The lack of creative interaction within educational contexts creates deficits in social competence and emotional sensitivity—two attributes key in awareness of social injustice. By focusing on developing intellectual character within educational contexts, one can vicariously influence other areas of adolescent development to include social competence and emotional sensitivity (Ritchhart, 2002). This presentation utilizes the conceptual framework of intellectual character to examine how engaging the creative minds of youth in learning tasks, can also stimulate care for issues of social justice, social change, and social compassion.

Aryssa Washington  
David Howerin  
Regent University

### **Don't Just Tell Me...Show Me: How Can Theories Frame Police Practices?**

The upsurge of national protests emanating from racial disparities is indicative that the issue of racism within the context is ripe for redress. An evaluation of theories that address the issue of race and culture, and emanating anti-profiling policies will perhaps birth new policies that will eliminate institutional barriers hindering solutions. In a Stop, Question and Frisk Practice in New York Police Department research conducted by RAND, 89% of pedestrians stopped were non-whites, an indication of the lack of proper racial distribution. Policies and practices that address racial disparities must be strengthened; while the underlying causes of the issue in its self must be accorded equal importance.

Christine White  
University of Maryland, College Park

### **An Exploration on the Intersection of Body Image, Women, and Media**

This presentation explores the intersection of body image and the media. Body image and the media intersect in multiple ways, including the components that compose body image and the various outlets of mass media. The increase in negative body image in recent years has created concern among health professionals, mental health workers, education workers, and feminist leaders. These professionals have attempted to reduce negative body image through policy

change, education, and a multitude of groups. While programs tend to recognize the importance of body image and the importance of media literacy, these are rarely combined. It is through the combination of addressing body image itself, and the media that shapes it, that negative body image can be reduced.

Emily Wilcox  
Springfield College

### **Effects of Self-Construal and Attachment on Personal Values**

Studies have found distinct cultural self-construal (SC) to be associated with certain sets of personal values; however, few studies have shown how attachment dimensions influence the consistency of the development of such values. This study examined how attachment dimensions may interact with distinct SC in influencing corresponding values. The sample included 547 university students recruited from a southwestern university and results of the three-way MANOVAs found that significant main effects of cultural SC were in the expected direction for Ambitious, Self-Controlled, Forgiving, and Polite and that an interdependent SC  $\times$  avoidance interaction effect was found for Obedient. These findings suggest that cultural orientation and attachment have unique and interaction effects on life values.

Angela Yin  
University of North Texas

### **Parallel and Conflicted Identities of Arab-American Muslims Post 9/11: Misconceptions, Social Stigma, & Mental Health Outcomes of Racial Discrimination**

Since the attack on the World Trade Center on September 11, 2001, it is more typical that people equate terrorists and extremists with those of Middle-Eastern descent – particularly Arab-Muslims. Americans' acceptance of Muslims has continued to deteriorate since the 9/11 attacks. Americans with favorable views of Islam dropped from 41% in 2005 to 30% in 2010. Muslim Americans have responded with resilience but also depression, anxiety, and post-traumatic stress disorder. Arab-Americans are traumatized three-fold by the devastation of the attack itself, backlash from individuals and new government policies targeting this population (e.g., Patriot Act), and emigration from conflicted areas (i.e., Iraq and Palestine) and the immigration process. Middle-Eastern people, in general, face inaccurate anthropology geographically, culturally, genetically, and socially.

Amira Zein  
Argosy University

## **Bullying Victimization and College Adjustment: Perspectives of Racial/ethnic Minority Students**

Bullying victimizations are prevalent among children and adolescents and are associated with deleterious short-term and long-term consequences (e.g., Holt et al., 2015; Banyard & Cross, 2008; Finkelhor, 2008). Limited research, however, has been devoted to the lived experiences of the college adjustment of racial/ethnic minority students exposed to prior bullying victimization. This study used thematic analyses informed by grounded theory (Glaser & Strauss, 1967) and investigated the college adjustment process of 9 students identifying as racial/ethnic minorities who were exposed to multiple forms of bullying victimization before college. Findings of the research show that students were at-risk for race/ethnicity-based victimization prior to as well as in college. Although participants report different experiences in college, they see college education as new opportunities for growth. It is hoped that the identification of critical risk and resilience factors during the adjustment could inform further research.

Cong Zhang  
Boston University

## **Factors Influencing Barriers to Healthcare among Mexican and Guatemalan Immigrants**

Epidemiological data indicate that Latinos are at risk for many negative health outcomes but are less likely to have access to healthcare. The available literature may be a significant underestimate of the challenges Latinos face because it fails to capture the increasing number of Latinos moving to non-traditional destinations (e.g., medium-sized cities, rural areas). The present study examines factors influencing barriers to healthcare among immigrants in a non-traditional destination. Our findings demonstrate that some healthcare utilization factors predicted decreased barriers to care for Mexicans ( $p < .05$ ) but not for Guatemalans. Length of residence did not predict decreased barriers for Mexicans, and no factors moderated the relation for this subgroup. However, for Guatemalan immigrants, some factors moderated the relation between length of residence and barriers to care ( $p < .05$ ). Culturally and contextually-appropriate interventions for Mexican and Guatemalan immigrants in a context of a non-traditional destination will be discussed.

Jenny Zhen-Duan  
University of Cincinnati

## **WORKSHOPS**

### **"I see it, now what?" Diversity at a Community Mental Health Center**

Informed, culturally responsive mental health services are considered best practice in the mental health field (Sue, 2009). This workshop aims to use experiences addressing diversity within a community mental health center to generate strategies for engaging in institutional diversity work in a range of settings. The workshop will begin with a presentation of diversity initiatives at the Brookline Community Mental Health Center over the past year, including resources, challenges, and lessons learned. Workshop participants will then identify resources and barriers that impact organizational responsiveness to multicultural issues in their own settings. We aim to brainstorm practical steps towards institutionalizing multicultural practice.

Sirya Bhattacharyya  
Boston College, Brookline Community Mental Health Center

Alissa Gross  
UMASS Boston, Brookline Community Mental Health Center

Elise Herrig  
Phil Laidlaw  
Brookline Community Mental Health Center

Jamila Ray  
Suffolk University, Brookline Community Mental Health Center

### **Mass Incarceration, Behavioral Health and Racial Equity**

There are more African Americans under correctional control today -- in prison or jail, on probation or parole -- than were enslaved in 1850, a decade before the Civil War began. How did this happen? How does it impact the behavioral health of individuals, families and communities? What can health and human services professionals do to promote racial equity and healing for the survivors of mass incarceration? This workshop explores these questions through historical analysis, documentary evidence, experiential learning and critical conversation. It seeks to both inform and inspire action to end mass incarceration while addressing its psychosocial impact.

Phillipe Copeland  
Boston University School of Social Work

### **Stories from Within: Dismantling institutionalized racism using peacemaking circles**

Structures of racism are embedded in institutions such as institutions of Higher Education. As a result, these institutions wittingly or unwittingly function in ways that are qualitatively better for

People of Whiteness and disadvantage People of Color. The use of stories is significant when studying aspects of power and privilege as stories invariably uncover hidden depths of disadvantage and can be used to transform oppression and inequity. This paper examines how peacemaking circles enable participants to explore aspects of inequality, diversity and inclusion, ensuring that those who are excluded are no longer silent or invisible. More specifically it examines how peacemaking circles encourage participants to use dialogue to begin large-scale action, call for accountability and examine non-merit based institutional practices.

Michelle Cromwell  
Regis College

### **Healing History: Exploring Our Desegregation Stories to Promote Racial Justice**

Five years of storytelling, research and analysis initiated by Boston's UMN's Busing/Desegregation Project are contributing to a larger national vision for racial justice. Our workshop will examine the link between participants' lived experience of desegregation and the search for racial justice as the history we are living today. Those from all locations, not just Boston, will have an opportunity to identify and explore patterns that reproduce racial and class hierarchies in a system of white supremacy.

Paula Elliott  
Creative Pathways for Change

Donna Bivens  
Union of Minority Neighborhoods (UMN)

Curdina Hill  
ClearWays Consulting & Coaching

Ann Moritz  
Moritz Advisory Group

### **Developing Our Identity as Educators**

Based on Dr. Helm's Racial Identity Development Model (1990), "something" happens while individual recognizes his/her/their own racialized identity based on both external and internal encounters. This model applies to all educators because development of race and racism are closely intertwined in all educational systems in the United States. Using the framework of Dr. Helm's model, the workshop will introduce several steps of identity development as educator, which facilitates ideas about how each educator can develop a robust identity in ways the best ensure all students' success.

Sayumi Irei  
Bellevue College

## **Intervening with Intentionality: Incorporating Black Racial Identity Development into Clinical Practice**

Provided the increased visibility of injustices perpetuated against the Black community and resultant mental health concerns, this workshop seeks to highlight and generate practical interventions for health professionals treating Black clients at varying stages of racial identity development. Case studies and video presentations will provide a contextual framework in reviewing empirical literature on racial identity and race related stress. Interdisciplinary work groups will brainstorm ways to translate racial identity development into clinical practice using Helms' model (1984). Participants will also be encouraged to engage in an interactive dialogue and dynamic discussion about personal racial identity in relation to their clients' status. Intervention strategies for each level of development will be shared with an intentional focus on context and intersectionality.

Joi-Sheree' Knighton  
Della V. Mosley  
Kathryn Haynes Owen  
Danelle Stevens-Watkins  
University of Kentucky

Jasmine J. Jenkins  
University of Georgia

## **Free To Ride: Organizing Around Transit Equity and Access to Opportunity**

Who should determine how people get to work and where public transit access begins and ends? Should entrance into a community be determined by how one attempts to enter? Free To Ride is the story of how leaders of one community attempted to stand in the way of the expansion of transit service to an opportunity-rich commercial corridor, while a faith-based community organization rallied the opposition by pressuring transit officials, local politicians, and federal bureaucrats to abide by Title VI of the 1964 Civil Rights Act and ultimately improve access to jobs, healthcare, and higher education, especially for the transit-dependent. Free To Ride challenges viewers to thoughtfully consider the role of local, state, and federal government, and to reflect on the themes of access to opportunity, implicit bias, and what it means to belong in American society.

Matthew Martin  
Kirwan Institute

## **“It’s all in your Head”: Microaggressions, Acculturative Stress, Achievement Guilt & Internalized Racism**

Racial/ethnic minority students face numerous barriers to their academic success that are related to living in a sociocultural context characterized by racism and inequality. Like society, schools

perpetuate an unjust system where opportunities are distributed unequally. Educators and counselors need to understand how experiences of overt racism, microaggressions, acculturative stress, internalized racism and achievement guilt may influence the educational experience of racial/ethnic minority students. The goals of this workshop are to highlight some of psychological experiences that may negatively impact racial/ethnic minority students, engage participants in an awareness raising experiential activity and allow for space for participants to share ideas and make connections with individuals invested in these topical areas.

Jennie Park-Taylor  
Nicole Alicino  
Tara Gore  
Chana B Krupka  
Mikaela Pitcan  
Fordham University

### **Building Alliances Across Differences**

If social justice means working toward a world where every individual has equal access to resources, is empowered, and feels like they belong, then our collective liberation and effective leadership are tied up in successfully building relationships across social differences. The social identities of the two presenters provide an example of a rewarding and effective collaboration in the social justice movement across race, gender, religion/spirituality, sexuality, etc. This interactive workshop examines the challenges and successes of developing the long-term partnerships necessary for a strong social justice movement, highlighting the role of implicit bias that has settled, even unintentionally, in our own minds and hearts.

Dena Samuels  
Eddie Moore, Jr.  
The Privilege Institute

### **Teaching Multicultural Competence Through Experiential Education: Aspiration to Application**

Moving from aspiration to application of cultural competence may be undermined by fear of being judged, offending others or feeling embarrassed. This workshop will include experiential opportunities for participants to discuss issues of race, power, and identity. This collaborative workshop includes three interactive exercises: 1) an introspective activity in which participants will practice reflexivity regarding their systemic world view; 2) an opportunity to identify key aspects of minority and majority identity that shape our experiences; and 3) a collaborative social justice exercise to identify problems and resources relating to inequities for diverse populations. Presenters will also provide the rationales behind these activities and foster discussion on ways of extending these skills into teaching, administration, and leadership roles.

Rachel Singer  
Melissa Phillips  
Milton Fuentes  
Faith Sproul  
Chicago School of Professional Psychology

### **Race Talk Tools that Leverage Time to further Racial Literacy**

Two seasoned educators, a white woman and a black man, will co-facilitate a 90-minute practical and interactive session. Those participating in the session will feel personally validated, interpersonally informed, and equipped with 4 specific strategies for advancing their own and others' racial/equity literacy. Time will be “a character in the drama” of the session's structuring – giving credit to Peggy McIntosh's scholarship addressing “the autocratic administration of time in the service of democratic distribution of time.” The strategies to be demonstrated have been useful in supporting racial literacy development inside schools of various kinds for more than 25 years.

Emily Style  
Donald Burroughs  
Wellesley Centers for Women

# STRUCTURED DISCUSSIONS

## **PARENT: Partnerships for Anti-Racist Education to Nurture Transracial Adoptions**

PARENT is a conceptual framework that proposes a comprehensive training model that seeks to ensure that TRA parents have access to antiracist education, which can teach their TRAs to effectively navigate America's structures of White supremacy. In order to tip the scale of social justice in favor of children of color there has to be an understanding of the intersectionality between their racial identity and the large-scale systemic exclusion that they experience even when adopted by White parents. One of the tenets that can help bring about social justice is having transracially adoptive parents teach their TRA children the meaning of race and its social realities or to do "race lessons" (Smith, Juarez and Jacobson, 2011, p. 1200).

Michelle Cromwell  
Regis College

## **#MuslimLivesMatter: An Interactive Dialogue on the Current Climate for Muslim American College Students**

Recently, three Muslim college students were shot execution style in their home sparking a nationwide dialogue about anti-Muslim bias. In a post 9/11 world, the cultural climate for Muslim Americans is tenuous at best and violent at worst. In particular, Muslim American college students are in a unique position to reconcile their own values with the mainstream culture of American institutions. Stubbs and Sallee (2013) found that many Muslim students reported experiencing discrimination on campus. Therefore, it is imperative for social justice advocates to be aware of the discrimination that has been pervading American culture regarding Muslims. By bringing this issue to the conference, we are hoping to invoke a thoughtful discussion about innovative transformations for institutional programs and policy.

Kavitha Dharmalingam  
Sutha Kanagasingam  
University of Nebraska-Lincoln

## **Rejecting Internalized Racism in Asian Americans to Promote Empowerment and Build Alliances**

Internalized racism involves the acceptance of negative messages about one's race, abilities, and intrinsic worth (Jones, 2000) and normalization of the dominant context (Speight, 2007). While little research has explored internalized racism in Asian Americans, we argue that anti-Asian American racism is particularly likely to be internalized, given Asian Americans' invisibility in the Black-White racial discourse (Son, 2014) and their simultaneous position as "honorary Whites" (i.e., model minorities) (Wing, 2007) and inassimilable non-Whites (i.e., perpetual foreigners) (Huynh, Devos, & Smalarz, 2011). Furthermore, internalized racism prevents social

justice by creating divisions within the Asian American community (Pyke & Dang, 2003) as well as between communities of color (Tawa, Suyemoto, & Tauriac, 2013), which perpetuates oppression and maintains White dominance (Speight, 2007).

Danielle Godon-Decoteau  
Fanny Ny  
Charles Liu  
Karen L. Suyemoto  
University of Massachusetts, Boston

### **Cultural Competence for Social Justice: A Model for Student, Staff, Faculty and Organizational Development**

The Cultural Competence for Social Justice (CCSJ) model focuses on developing awareness, knowledge, and skills to live and work effectively in culturally diverse environments and enact a commitment to social justice. The CCSJ framework addresses the larger dynamics of power and privilege, and incorporates an intersectional perspective, to create campus/workplace environments that are equitable and inclusive. The five key components of this model are: 1) self-awareness, 2) understanding and valuing others, 3) knowledge of societal inequities, 4) skills to interact effectively with a diversity of people in different contexts, and 5) skills to foster equity and inclusion. We will discuss how participants can tailor the CCSJ model to their particular needs and apply it in their own settings.

Diane Goodman  
Independent Consultant

### **Creating a culture of change: Law enforcement and cultural competency assessment**

Recent conflicts between communities of color and law enforcement (in response to the deaths of young Black men) highlight the need to explore the assessment of cultural competency in law enforcement departments. Police departments face significant challenges as they adapt to engaging with an increasingly diverse community that has become more competent with higher expectations. These challenges are compounded by the homogeneity of police departments (e.g., white and male). This presentation will engage participants in hands-on training in the development of a cultural competency assessment protocol for law enforcement departments. Topics to be discussed include: approaching law enforcement departments about conducting an assessment, engaging both community members and officers in the process, and choosing/administering a cultural competency assessment battery.

Steven Kniffley  
Ernest Brown Jr.  
Max Tokarsky  
Wright State University

## **Embracing Tensions in Social Justice Teaching in a Predominantly White Institution**

This structured discussion, led by four presenters from social work, teacher education, and psychology who teach at a private college, focuses on tensions in social justice teaching. A key question for the presenters in this structured dialogue is what if the tensions related to social justice teaching were reframed as sites of possibility? In particular, we note tensions such as breaking the silence of some, while respecting the silence of others; working with discomfort; the complexities of having a democratic classroom space; and working with epistemological questions in course planning.

Kathleen McDonough  
Tina Durand  
Grace Kim  
Wendy Champagnie Williams  
Wheelock College

## **The Natural Hair Movement: Implications for Social Justice, Subjective Well-Being and the Professional Lives of Black Women**

The resurgence of the Natural Hair Movement in recent years has created opportunities to dialogue about the role of hair in the personal and professional lives of Black women. Various studies have demonstrated the role of hair as a signifier of identity, status, and power and have explored how the legacy of slavery has deeply impacted the way Black women see themselves as well as how they are perceived by society (Greene, 2000; Jeffries & Jeffries, 2014; Parmer, Arnold, Natt & Janson, 2004). This discussion will explore how the Natural Hair Movement can be utilized as an avenue to explore social justice issues by illuminating the impact of oppression, racism, and standards of hair beauty on Black women's well-being.

Tranese Morgan  
Candyce Burke  
Cassandra Page  
Regent University

Samuel D. Johnson Jr.  
Baruch College CUNY

## **Building a community of social justice professionals: Concrete steps towards creating change**

Building on student efforts to improve social justice competencies in doctoral training, this participatory workshop aims to articulate ways in which professionals and academics can approach social justice in training programs and settings. Through creating connections between individuals from various social and professional locations, workshop participants will collaboratively identify areas of change applicable within relevant professional contexts.

Opportunities will be provided to critique and explore the role of power and positionality in collectively-generated recommendations. Additionally, practical considerations for these recommendations will be assessed. After engaging in specific strategies for application, participants will have an opportunity to network and build professional alliances for solidarity.

Stacy Morris  
Kevin Ferreira  
Shaun Glaze

### **Interdisciplinary approaches to negotiating “safety” in race dialogues**

Often, texts and professional development activities designed to develop cultural competence begin with the notion of creating a safe space. This may seem like a self-evident precondition for participation; however, scholars wonder about the relative harm enacted on some as safety is established for others (Leonardo & Porter, 2010). The presenters, while working in different disciplines, focus on creating racially-culturally competent practitioners who have the knowledge, skills, and dispositions necessary to effect change within the social justice domain. To effectively design curricula and training experiences, facilitators must manage the constructive tensions between safety, risk, and vulnerability. This program explores and elucidates the safety construct in the context of race-based diversity training in higher education, special education, and organization studies/management.

Michael Smith  
SUNY New Paltz

Erica Gabrielle Foldy  
NYU Wagner

Tristan Glenn  
Mercer University

### **The Color of Friendship: Racism is a White persons problem**

With recent deaths and violence happening in the United States there has been a particular attention being paid to racism and anti-color prejudice. Some White individuals who oppose racism and the system of white supremacy, have begun the process to work towards allyship for People of Color. As such, White allies are committed to challenging the individual injustices and institutional inequities that exist as a result of racism, and to speaking out whenever and wherever it exists. This discussion will review previous and current literature on White ally development and discuss environments that support (or don't support) White ally development through evaluating the role of graduate program's curriculum and culture.

Thomas Vance  
Kathleen Alto

Rebecca Schlesinger  
April Barnes  
The University of Akron

### **Embarking on Culturally Competent Practice: A Transformative Learning Workshop**

Perhaps it is the recent upsurge of “justifiable police homicides” in this country that has made the notion of cultural competence fashionable and relevant once again in applied professions. Whatever the case, budding and veteran professionals are giving particular attention to culturally competent practice. Notwithstanding, a system of abstract ideas does not readily translate into actual practice behavior. Hence, most students and practitioners find it difficult to apply theoretical suggestions regarding cultural competence in their work activities with clients. Otherwise, they are unsure or mistaken in their attempts. For that reason, this seminar is designed to assist participants in embarking on the journey toward culturally competent practice by offering relevant academic and practical knowledge regarding diversity, culture, and culturally competent practice in conjunction with a set of experiential exercises that are intended to complement the course material and to facilitate transformative learning.

Raquel Warley  
California State University, Los Angeles

# SYMPOSIA

## **Culture, Diversity, and Social Justice: Mental Health Perspectives on Trauma, Stigma, Help-seeking, and Cross-cultural Understanding**

The purpose of this symposium is to contribute a multi-angled mental health perspective to the conference theme of culture, race, and social justice. We will examine the intersection of cultural influence, racial dynamics, identity, stigma, and/or marginalization for four populations: (a) urban, male African-American youth, (b) older West Indian immigrants to the United States (c) mental health counselors with personal mental illness history, and (d) individuals in intercultural relationships. We aim to accomplish the following learning goals: 1) familiarize the audience with existing literature; 2) present critical perspectives on unexamined issues; 3) share empirical findings that feature the stories of the participants, their communities, and the researchers themselves; and 4) highlight concrete practical and policy implications, to encourage transformation on the micro, macro, and meso levels.

Peiwei Li  
Joanna Dalin  
Leanne P. Price  
Daniel Rodriguez Ramirez  
Sedale Williams  
Springfield College

## **Seizing Opportunities Amid Challenges: Facilitating the Success of Diverse Psychology Students Through Multi-pronged Strategies**

Facilitating the Success of Diverse Psychology Students Through Multi-pronged Strategies”  
Facilitator: Matthew R. Mock, PhD Professor John F. Kennedy University (JFKU) Presenters:  
Matthew R. Mock, PhD, Professor, Masters in Counseling Psychology Program, JFKU  
Alejandrina Estrada, PhD, Professor, PsyD Program, JFKU Robbin Rasbury, PsyD, Assistant  
Professor, Masters in Counseling Program, JFKU Abstract: The success of increasingly diverse  
students in graduate psychology is dependent on multiple factors. Changes must occur with  
students adapting often to new environments, institutions being accountable to addressing  
constantly increasing racial, ethnic, cultural and linguistic diversity and all members of our  
educational communities being involved in active partnership to ensure success. In this dynamic  
workshop there will be several presentations exemplifying some common situations encountered  
by psychology students, faculty, university and college staff, and the academic community. In  
addition to summarizing challenges, there will be a particular focus on seizing opportunities and  
facilitating processes for positive outcomes for psychology students, namely positive academic,  
social or relational and health standing.

Matthew Mock  
Alejandrina Estrada  
Robbin Rasbury  
John F. Kennedy University

## **Exploring Race-Based Traumatic Stress: Consideration of Psychological Symptoms, Trauma Reactions, and Racial Identity**

“Exploring Race-Based Traumatic Stress: Consideration of Psychological Symptoms, Trauma Reactions, and Racial Identity” will introduce initial empirical work done with the Race-Based Traumatic Stress Symptom Scale (Carter, et al., 2005; Carter, 2007). Empirical investigation and scale development for the measurement of the frequency and stress of the 3 classes (types) of racial discrimination proposed by Carter (2007) and Carter and Helms (2009) will be introduced and their relationship with Race-Based Traumatic Stress Reactions. Next, RBTSS relationships with general trauma and PTSD will be introduced. Last, an exploratory investigation of RBTSS and Racial Identity will be presented. All studies were conducted with racially heterogeneous, adult populations. Conclusions will include future research directions and clinical applications with the Race-Based Traumatic Stress Scale.

Carrie Muchow  
Veronica Johnson  
Corinne Galgay  
Teachers College, Columbia University

## **Social Justice Education: Aligning Disciplinary Syllabi to Achieve Diversity Course Goals**

As events unfolded in Ferguson, Missouri and New York City during fall 2014, our campus became a site for protest and reaction. Students angered by the racial injustice these events revealed marched, demanding change; other students, unwilling (or unable) to face the reality of this injustice, remained silent or mocked the protesters. How could students at this Jesuit, liberal arts campus be so intolerant of difference and unaware of issues related to privilege? This panel explores the process of developing goals and student learning outcomes for diversity requirements in a core curriculum, the process of constructing syllabi in the disciplines to achieve cross-disciplinary outcomes, and the evolution of syllabi to meet the changing needs of students and the campus community.

Kathy Nantz  
Rachelle Brunn-Bevel  
Maggie Labinski  
Fairfield University

## **Privileging our youth: Realities, struggles, and accomplishments in leveling the educational playing field for underprivileged youth**

This symposium will examine the relationship between privilege and educational access by reviewing existing literature from multiple fields, sharing results of a study about the long-term educational and occupational implications of parent education, and describing a youth development program that provides educational access to diverse youth from a rural community.

Amanda Sommerfield  
Emily Klein  
Kassie Trala  
Shenny Wang  
Ciarah Williams  
Elena Nicholson  
Lindsey Nyman  
Jess Rosen  
Washington College

Hardin L.K. Coleman  
Boston University

### **Qualitative Inquiries about People's Beliefs about Race**

Given the relative recentness of the articulation of race as a sociopolitical idea, it is relatively unclear to what extent the public understands race. The current analyses used qualitative research to examine the complex, multiple, and even contradicting ways in which people understand race. In paper one (Mendy et al.) examined people's beliefs about how racial groups developed historically. In paper two (Tawa et al.), the researchers examined the multiple and complex ways in which people understood race. In paper three (Sinkewicz et al.) examined the qualitative, spontaneous responses of participants when shown graphs of racial disparities. Lastly, paper four (Jesiolowski et al.) examined the process by which international students came to develop an understanding of race.

John Tawa  
Natalie Grosso  
Amy Jesiolowski  
Marie Mendy  
Sarah Morehouse  
Tannis Neal  
Matthew Sinkewicz  
Salve Regina University

## POSTERS

### **From Tuskegee to The Affordable Care Act: Where Have We Come?**

Consequences of the Tuskegee Syphilis Study and implementation of the Affordable Care Act have significantly moderated Black Americans' accessibility and quality in healthcare. Leading to a considerable problem as multiple morbid diseases including cancer, diabetes, and cardiovascular disease disproportionately affect Black Americans. They are the number one cause of death and disability in the United States, and require continuous treatment contributing to extensive healthcare costs. Implementation of the Affordable Care Act resulted in increased access to preventative measures for Black Americans, while reducing the onset and costs of treatment associated with the above-mentioned chronic diseases. Exploration of the trajectory of accessibility to healthcare would increase healthcare providers' awareness of the psychosocial factors limiting health-seeking behaviors among Black Americans.

Ivelisse Barreiro  
Mariah Corneille  
Samantha Behbahani  
Albizu University

### **Examining the Acting White Accusation for African Americans: Implications for Practitioners**

For African Americans, being accused of acting White by other African Americans can have negative consequences. Academically, those who are accused may not put forth the effort necessary for success (Fordham & Ogbu, 1986). From a psychosocial standpoint, they may also experience difficulty (Durkhee & Williams, 2015). The purpose of this paper is to discuss the pertinent information relative to acting White and offer recommendations for practitioners. While practitioners may work with clients in individual and group settings to address the issue, they should also consider community outreach. The African Americans who are making the accusation seem to be operating from a narrow viewpoint of what it means to be African American. As a result, discussions in the community would be warranted.

Tyronn Bell  
University of Indianapolis

### **Online networking in Black and Hispanic women: Blogging, social justice, and elections**

The objectives of this mixed-methods study is to examine how Black and Hispanic women, particularly college students, use social media to interact with online communities particularly about civic engagement. Our sample is from an ongoing larger Media & Identity online survey of 2167 participants nationwide. We conducted follow-up interviews of college women of which 11 identified as Black/mixed-race Black and 8 were Hispanic/mixed-race Hispanic. Black and

Hispanic students were most likely to have ever written a blog. However, Black and Hispanic students were significantly less likely to post online about elections. Our study demonstrates how Black and Hispanic students are using social media in different communicative and strategic ways than their other racial counterparts, which should be further examined.

Linda Charmaraman  
Wellesley College

Ambar McField  
Wheaton College

### **Integrating Race Along With Culture in Educating Clinicians for Health Equity**

There is growing attention to increasing the cultural competency of clinicians but not the same attention to integrating issues of race or racism in preparing clinicians to promote health equity. Research examining social determinants of health shows evidence of the association of racism to various health outcomes. The topic of race triggers deep emotions and tensions that are challenging to manage in contexts of clinician education. The proposed study will review the limited literature examining the inclusion of race in the education of medical physicians and mental health providers. The authors will also present a developing conceptual model to aid in our thinking and discussion of how best to teach about race to clinicians in order to promote health equity.

Noe Rubin Chavez  
Yung Fang Irene Chung Chavez  
California School of Professional Psychology at Alliant International University, Los Angeles

### **Making ‘Black Lives Matter’ by Addressing Racial Disparities in Healthcare**

Social justice campaigns such as “Black Lives Matter” and “I Can’t Breathe” are symbolic representations of the level of oppression that Black Americans experience from multiple public systems in the United States. Blacks in America are susceptible to discrimination on multiple levels, such as healthcare systems where research indicates a bidirectional relationship that drives racial disparities between healthcare providers and Black Americans. This literature review explores the psychosocial factors that stem from perceived discrimination that contribute to lowered quality of lives and subsequent negative health outcomes among Blacks, in an effort to bring awareness to health care providers regarding the factors that drive racial disparities in the health care system.

Mariah Corneille  
Ivelisse Barreiro  
Samantha Behbahani  
Albizu University

### **Macho Male: Exploring Differences in Hispanic Men's Traditional Masculinity Ideologies**

Research in masculinity, and in many gender issues, tends to be ethnocentric. Much of what we have come to know about these things hails from a White/Caucasian point of view. How cultures view masculinity is subject to great variation, especially in Hispanic populations. The goal of the proposed poster is twofold. First, it presents a literature review of culturally different masculinity constructs to gain better understanding of how these conceptualizations converge and diverge when explored side by side. Second, a future study is presented, exploring shifts in masculinity ideology across the immigration and acculturation process by assessing total scores in measures for traditional masculinity and Machismo ideology in native Hispanic, immigrant, first-generation and second-generation men.

Francisco D' Auria  
University of Akron

### **Not Your Pocahontas: Uncovering the Nature of Violence against Native Women**

Violence against women is complex, and occurs across all races. However, the majority of literature focuses on the experiences of white, middle class women; literature documenting the experiences of nonwhite women is scant. This study examines the current historical and theoretical literature of such violence, as well as existing data on violence against American Indian/Alaska Native women and the complex jurisdictional history of tribal nations and the United States government over crimes committed on tribal lands. The study also examines current preventative and treatment practices, including the 2013 reauthorization of the Violence Against Women Act. Many practices exert a Western influence on how best to conduct research, prevention, and treatment; therefore, a culturally relevant model is needed.

Alexandra Davis  
University of Illinois at Chicago

### **The Black Church's Role in Response to Racism and Social Justice**

The Black church is integral in community development and in sociocultural changes involving race relations. The pivotal role the Black church assumes during present-day chaos of social injustice and societal racism will determine the magnitude of its response, not only for the community, but the country as a whole (Turner, 2001). The church has no choice but to act. This literature review critically discusses how to best utilize the church's position of power within the African American community to incite change in communities experiencing high racial tensions. It additionally addresses what interventions church board members, pastors, and congregants utilize in response to systemic oppression.

Susan George  
Cassandra Page  
Regent University

## **Cultivating A New Generation of Anti-Racist White Students: Re-Imagining Racially-Conscious Mentoring**

Mentoring relationships are common in academic settings where faculty mentors play a critical role in the training of students. For white students working on white racial identity development (WRID), racially-conscious mentoring may support individuals through the discomfort associated with recognizing and abandoning racist ideologies. The inability for white students to tolerate such discomfort may cause resistance to change or a regression to earlier statuses of WRID. However, not all mentoring relationships promote WRID, making it necessary to discern specific characteristics of mentorship that will nurture development. The objectives of this presentation include: one, highlight characteristics of mentoring relationships that foster WRID; two, provide recommendations for establishing and maintaining racially-conscious mentorship.

Leah Hirsch

Chelsea L. Parker

Mackenzie T. Goertz

Hector Y. Adames

Nayeli Y. Chavez-Dueñas

The Chicago School of Professional Psychology

## **Dancefloor Diversity: Finding Common ground on Boston's Segregated Nightlife Scene**

This poster highlights nightlife, on the one hand, as an important, yet often neglected and undermined social site where racial segregation and oppression occur. On the other hand, the author stresses nightlife as a powerful vehicle for social change. The poster showcases a feature length article published in March of 2014 in the local, alternative weekly newspaper digboston, titled Finding Common Ground on Boston's Segregated Nightlife Scene. The poster highlights and brings awareness to racial segregation in Boston's nightlife scene as a dominant reality, yet also highlights specific dance scenes and events that draw more diverse crowds, music and dance. At its core, this work speaks to nightlife's contradictory ability to both perpetuate racial segregation and oppression, while working to resist segregation under ideal circumstances.

Micaela Kimball

digboston

## **Internalization as a Dynamic Dimension of Black Identity: A Moderated-Moderation Analysis.**

The current study investigated the moderating role of internalization in the discrimination-distress relationship. A moderated-moderation analysis was performed resulting in a significant three-way interaction among internalization subtypes (i.e., Afrocentric and Multiculturalist Inclusive) and perceived racism, indicating both subtypes interacted to moderate the relation between discrimination and psychological distress. Multiculturalist attitudes acted as a secondary moderator to the moderating role of Afrocentric attitudes, which appeared to yield higher levels

of psychological distress in response to perceived racism when multiculturalist attitudes were low, but not high. The discovery of this moderated-moderation effect suggests that a dynamic relation exists between the internalization subtypes that may be useful in future examinations of the effects of racial identity on the discrimination-distress relationship.

Kristin L. McLaughlin  
University at Albany, SUNY

### **Evidence of therapeutic environment at the Jeremiah E. Burke High School**

Jeremiah Burke High School was once one of the lowest performing public schools in the city of Boston, as well as the state of Massachusetts. Underperforming students and a high percentage of absences and late attendance was becoming detrimental in the school environment. No one would expect that this “tough” Boston high school could be considered a therapeutic environment for students, but a revamp of resources and staff-including community support from many organizations and universities- have proven this to be true. A closer look at the non-academic supports in place at the Burke may shed light on factors that promote student growth in the face of trauma.

Julia Medzhitova  
Megan Woods  
Mike Sagherian  
Boston College

### **The role of religious coping and generational status among Latinos of Mexican origin.**

The Latino health paradox refers to the well-documented finding that first-generation Latino immigrants in the United States tend to have better mental health relative to both subsequent generations of Latinos and non-Hispanic whites in the U.S. This finding has been documented despite the fact that, as a group, first generation Latino immigrants tend to have lower socioeconomic status than the other two groups. In this study, we explored the Latino health paradox by interviewing first generation Mexican immigrants and second-generation Mexican U.S. born citizens about how they cope with adverse situations. Included in our focus on coping strategies was an examination of the role that religion might play, given its generally acknowledged importance in Latino culture, as well as the finding that second generation Latinos tend to be less religious than first generation immigrants.

Eriberto Mora  
Clark University

## **Students of Color in doctoral programs in the social sciences: The relationship between minority status stress, experiences of racial and/or ethnic microaggressions, and the impostor phenomenon**

As reported in the Census Bureau (2013), ethnic and racial minorities represent approximately 38% of the United States' population. Yet, as reported in the National Science Board (2009) only 17% of students enrolled in PhD programs in the social sciences are People of Color. The proposed study aims to better understand the experiences of doctoral students in the academic environment and how the relationship between experiences of racism and minority status stress is strengthened by the impostor phenomenon.

Laura Pappa  
University of Akron

## **Racism in the Era of Twitter: Analyzing Racial Discourse in Digital Spaces**

Twitter, a form of micro-blogging, has become an important platform for users to express their opinions on topics including perspectives on race, racism, and social justice. Despite the idealized perception that we are living in a “post-racial” society (Bonilla-Silva, 2010; Helms, 2015), racial commentary observed on Twitter (Chavez-Dueñas & Adames, 2013) suggests that racism is alive and present, yet being expressed in new spaces and new formats. Drawing on digital data gathered immediately following the verdicts in the Trayvon Martin and Michael Brown cases, this poster presentation will illustrate how racism is expressed in digital spaces and highlight the impact that Twitter has in shaping our conversations about race. Implications for clinical practice and research will be provided.

Jessica Perez  
Cornell University

Mackenzie Goertz  
Nayeli Y. Chavez-Duenas  
Hector Y. Adames  
The Chicago School of Professional Psychology

## **Effective help-seeking strategies for ethnic minority children in poverty**

Ethnic minority children are more prone to chronic, multiple stressors that can overwhelm individual resources. (Evans & Kim, 2013). Social support can sometimes fill the gap where individual resources fail, but it is not always effective (Sen Chu, Saucier, & Hafner, 2010). In the current study, ethnic minority children's sources and types of social support will be analyzed to discover which combinations of source and type protect against internalizing and externalizing symptoms. It is predicted that the most effective type of social support will depend on who is providing the support, information that can provide insights into more successful prevention and intervention efforts with ethnic minority children living in poverty.

Abigail Pooch  
Sheree Tarver  
Mariana Cordova  
Nova Southeastern University

### **Trans-faith religious coping with ethnic and religious discrimination: Protection or risk?**

Across many different ages, ethnicities, and religions, the use of positive religious coping has been shown to promote well-being and decrease distress. Its counterpart, negative religious coping, has shown the opposite effect, and can exacerbate the effects of stress on well-being and mental health. Despite being more prevalent in ethnic minority individuals, religious coping has been understudied across different religions and for ethnic and religious discrimination, which are stressors that would likely benefit from religious coping. The current study will investigate the role of positive and negative religious coping in the relationship between racial and religious discrimination and mental health in a population of undergraduate ethnic minority Christian, Jewish, Muslim, and Hindu college students.

Abigail Pooch  
Areti Vassilopoulos  
Nova Southeastern University

### **The Impact of Whitewashed Disney Movies on the Self-esteem of Ethnically-Diverse Children**

Research has demonstrated that children's self-image and identity formation is affected by the ways in which they see themselves in visual media, and seeing themselves depicted positively is critical for positive self-image formation. Unfortunately, there exists a history of favoring the perspectives of the dominant culture, which reinforce negative notions of self-image for ethnically-diverse children. The deleterious effect on the self-image of ethnically-diverse children is especially pronounced when one considers the consequences of internalized racism and the lost benefits of healthy self-esteem. Research has found that the Disney versions of classic fairytales contain indisputable evidence of white privileging and a 57 year absence of non-white protagonists in their live-action and animated films, making the relative unimportance of ethnically-diverse children clear.

Nicole Randall  
Lorena Ramirez  
Argosy University

## **The Impact of Military Sexual Trauma on African-American Female Service-members and Veterans**

Female African-American service-members stand at the intersection of racial and gender discrimination, sexual violence, and the social injustice that is inherent within the United States military. Research has found that there exists a disproportionate number of military sexual trauma (MST) survivors who are African-American women. This may mean that African-American women are being excessively targeted by perpetrators. Reports show that African-American female service-members experience greater levels of unwanted sexual attention, sexual coercion, and sexual assault. Disability claims granted by the department of Veterans Affairs for MST-related PTSD are far lower than those granted for non MST-related PTSD. In order to end social injustice for African-American female survivors of MST, we must promote the development of prevention and culturally informed treatment.

Nicole Randall  
Pauline "Polly" Lytle  
Argosy University

## **Understanding the moderating factors impacting the connection between ethnic factors and depression for Latino men**

Racial and ethnic minority men have been known to have challenges with engaging treatment and managing the array of conflicting messages as they negotiate their social identities. This study seeks to understand the role that ethnocultural factors play men's mental and physical health outcomes. In addition, to aid in better understanding of the moderating factors that impact this relationship, the researchers will look at alexithymia, cognitive fusion, psychological flexibility and ethnic identity. The goal of this research is to better understand the factors that may attenuate the relationship between ethnocultural factors and mental and physical health outcomes.

Jamey Rislin  
New Mexico State University

## **Mismatched Treatments for Delinquent Girls: How Patriarchy Leads to Re-traumatization of Intersectional Youth**

The juvenile court is predicated on providing delinquent youth interventions targeting legal (i.e., offense history/severity/frequency) and extralegal (i.e., trauma, relational issues, cognitive ability) factors. However, the court has traditionally served boys and has struggled to meet the unique needs of girls. Our mixed methods analysis shows that while girls have an abundance of extralegal factors throughout the adjudication process (quantitative data), extralegal factors are overlooked due to the court's beliefs regarding girls (qualitative data). Specifically, we sampled court personnel and non-court personnel to capture emic and etic perspectives on the juvenile court. Data was transcribed, coded, and used to construct a logic model illustrating how these

beliefs are catalysts for increased patriarchal social control and re-traumatizing interventions for girls.

Erynne Shatto  
University of Arkansas Medical Sciences

Candice Selwyn  
Christina Wright  
Tres Stefurak  
University of South Alabama

### **Promotion of Racial and Religious Harmony in Singapore**

Singapore is one of the most ethnically and religiously diverse countries in Asia. A study abroad course on diversity issues in counseling psychology presented a unique opportunity to examine how government policies that promote racial and religious harmony impact inter-ethnic relationships, develop community, and contribute to psychological well-being. Singapore's positive view on diversity supports the development of a variety of counseling and mental health services that honor different ethnicities. Moreover, this view is also applied to educational practices that encourage cross-cultural social interaction and the valuing of diversity. This experience raised the question of how to best teach and promote the sharing of differences to increase positive cross-cultural exchanges and to foster the building of healthy relationships in the US.

Nicole Sheppard  
Adaila Dixon  
Alaa Sakallah  
University of St. Thomas

### **Health Disparities by Race, Gender, Ethnicity and Language: A Collaborative Inquiry into Life Experiences of Somali Women in Oregon**

Despite a large Somali refugee population in United States, extensive evidence indicates various disparities in access and use of preventive health care services. This study explored barriers Somali refugee women face in accessing health care services. A feminist community based participatory approach research (CBPR) was conducted in collaboration with the Oregon Somali Family Education Center (OSFEC). Together we reviewed, critiqued, and guided the refinement of research questions, survey questions, and interview guide. Data was collected using semi-structured focus groups. Audiotapes of the focus groups were transcribed for qualitative analysis. Women reported experiencing systemic racism, language barriers and lack of culturally-appropriate health information. This research will have an impact on improving access to preventive health for Somali women.

Mehra Shirazi  
Scholastique Nikuze  
Oregon State University

### **Israeli Ethiopian Jewish Males: The Role of Acculturation and Perceived Racism**

Ethiopian Jews are Israel's smallest and newest Jewish minority group that continues to face acculturation challenges despite government sponsored and non-governmental organization assistance. A convergent parallel mixed method designed is utilized to explore the coping strategies based on perceptions of racism and to simultaneously examine how acculturation impacts integration of this population into the dominant culture. The completion of a modified version of the Perceived Racism Scale (PRS) will measure coping strategies and perceived racism. Focus groups will provide first-hand personal experiences to provide additional insight into the phenomenon. An analysis of multivariate analysis of variance (MANOVA) will be utilized to measure the effects of coping strategies, perceived racism, and acculturation level on a nonprobabilistic sample of 158 participants

Amelia Simmons

The Chicago School of Professional Psychology

### **Unnatural Causes or the Persistence of Social Inequities on the Cradle to Grave Experiences of African American Boys and Men: The Implications for Health and Life Quality**

The proposed paper will explore the impact of various social inequities such as inherited poverty, the school to prison pipeline, job insecurity, and historical biases embedded in the criminal justice system, including the extrajudicial killings of black boys and men, on health and well-being. Incorporating data for the leading causes of death as well as mortality and morbidity rates, relative to various social indicators, this paper demonstrates how broad social inequities that African American boys and men experience are critical to shortening the overall life span and to the higher rates of disease-specific and all-cause mortality. Recommendations for social equity are discussed as well as implications for social policy which support improved health and quality of life outcomes for African American boys and men.

Raja Staggers-Hakim

Sacred Heart University

### **Racial Identity, Grit, Traumatic Events and College Success in African American Students**

This study is designed to explore the relationship between traumatic life events, racial identity, and the concept of "grit" among successful African American college students. Research cites that at least 50% of college students have experienced a form of trauma that can result in a number of problematic symptoms in adulthood that can negatively affect educational performance. Specifically for African American students, the graduation rate has consistently been the lowest in comparison to other racial and cultural groups. However, low achievement is not the trend for all Black students. While the literature has examined the reasons for these inter-racial and intra-racial gaps in achievement, only a handful of studies examine resilience in African American college students who have been affected by traumatic life events. This study

hypothesizes that strong racial identity and a high level of grit will buffer the potentially damaging effects of traumatic events on college success among African American students.

Lauren Thompson  
Howard University

### **The Role of Person-Centered Language in Advocacy and Empowerment**

Advocating through our language is an important form of social justice. Person-first language has been proposed as a method of reducing bias in written and spoken communication (e.g., “a person with schizophrenia” as opposed to “a schizophrenic person”). However, some communities and individuals prefer identity-first language, stating that person-first language may imply shame related to disability or diagnosis (e.g., the National Federation of the Blind). Given the variety of preferences related to person-first versus identity-first (or disability-first) language, we propose person-centered language as an alternative approach. Person-centered language emphasizes the importance of client preference and advocates for its use in written and spoken communication. The proposed will discuss the importance of person-centered language from ethical, clinical, and social justice perspectives.

Buffy Trent  
Center for Multicultural Training in Psychology

Jesse Wolf  
MSPP

### **Coping with discrimination in adolescence: Maternal and paternal influences**

The present study looks to clarify the previous findings on the role of gender on ethnic minority parent-child coping similarities. The present study will contribute to research by considering these questions within minority populations faced with the stress of discrimination. Ethnic minority adolescents and their custodial mothers and fathers will complete the Perceived Racism Scale and the Coping with Discrimination Scale. Parents will also complete the Socialization of Coping Questionnaire. For each parent-child dyad, we expect that parent and child gender will moderate the relationship between their styles of coping with discrimination. Furthermore, it is expected that the amount of time the child spends with each parent will mediate that effect of gender.

Areti Vassilopoulos  
Abigail Pooch  
Nova Southeastern University

## **Do Race and Gender impact Meaning-making Valence Following Trauma Exposure?**

This qualitative study explores variation in meaning-making valence (positive, negative, neutral) among members of marginalized and dominant racial/ ethnic and gender groups (N = 157) who have experienced a traumatic event in the past two years. Open narrative responses to a series of vignettes were analyzed (Chi-square analyses). Minority men showed the most positive and least negative meaning-making following trauma. Caucasian men showed more positive and less negative meaning-making than minority and Caucasian women. While the percentage of positive meaning-making among Caucasian men, minority women, and Caucasian women did not differ very much, Caucasian women showed greater negative meaning-making than other groups. Discussion regarding social justice from a practice perspective, including the need for culturally affirmative clinical approaches, is included.

Twyla Wolfe  
Sukanya Ray  
Suffolk University