

ISPRC

Diversity Challenge

Presenter Schedule as of 10/13/15

Diversity Challenge Program Outline

FRIDAY, OCTOBER 23, 2015

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| 8:15am-9:00am | REGISTRATION & CONTINENTAL BREAKFAST <i>Murray Room, Yawkey Center</i> |
| 9:00am-9:15am | WELCOME/ANNOUNCEMENTS <i>Murray Room, Yawkey Center</i> |
| 9:30am-11:00am | CONCURRENT SESSION I |
| 11:00am-11:10am | BREAK |
| 11:10am-11:15am | OPENING REMARKS MAUREEN KENNY, PH.D. – DEAN BOSTON COLLEGE, LYNCH SCHOOL OF EDUCATION <i>Murray Room, Yawkey Center</i> |
| 11:15am-12:45pm | INVITED PANEL ^{*(1.5 CEs)} RODERICK WATTS, PH.D. – CUNY GRADUATE CENTER LUIS RIVERA, PH.D. – RUTGERS UNIVERSITY <i>Murray Room, Yawkey Center</i> |
| 12:45pm-1:45pm | POSTER SESSION I LUNCHEON <i>Murray Room, Yawkey Center</i> |
| 2:00pm-3:30pm | CONCURRENT SESSION II |
| 3:30pm-3:45pm | BREAK |
| 3:45pm-5:15pm | INVITED PANEL ^{*(1.5 CEs)} CRYSTAL EMERY – URU, THE RIGHT TO BE, INC. MICHELLE MATERRE – INDEPENDENT MEDIA CONSULTANT WITH INTRODUCTION FROM JANET E. HELMS, PH.D. <i>Murray Room, Yawkey Center</i> |

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

Diversity Challenge Program Outline

SATURDAY, OCTOBER 24, 2015

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| 8:15am-9:00am | REGISTRATION & CONTINENTAL BREAKFAST <i>Murray Room, Yawkey Center</i> |
| 9:00am-9:15am | WELCOME/ANNOUNCEMENTS <i>Murray Room, Yawkey Center</i> |
| 9:30am-11:00am | CONCURRENT SESSION III |
| 11:00am-11:10am | BREAK |
| 11:10am-11:15am | REMARKS <i>Murray Room, Yawkey Center</i> |
| 11:15am-12:45pm | INVITED PANEL ^{*(1.5 CEs)} ANGELA M. BORGES, PH.D. – SIMMONS COLLEGE CHONG-SUK HAN, PH.D. – MIDDLEBURY COLLEGE <i>Murray Room, Yawkey Center</i> |
| 12:45pm-1:45pm | POSTER SESSION II LUNCHEON <i>Murray Room, Yawkey Center</i> |
| 2:00pm-3:30pm | CONCURRENT SESSION IV |
| 3:30pm-3:45pm | BREAK |
| 3:45pm-5:15pm | INVITED PANEL ^{*(1.5 CEs)} YVELINE ALEXIS, PH.D. – OBERLIN COLLEGE SYLVIA CHAN-MALIK, PH.D. – RUTGERS UNIVERSITY <i>Murray Room, Yawkey Center</i> |
| 5:30pm-7:00pm | CLOSING PRESENTATION AND CATERED RECEPTION Closing Remarks – JANET E. HELMS, PH.D. <i>Murray Room, Yawkey Center</i> |

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DIVERSITY CHALLENGE 2015: FRIDAY SCHEDULE

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

INDIVIDUAL PRESENTATIONS

| Creative Approaches to Teaching and Training | |
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| 9:30-11:00am | 1A. Burroughs, Donald – Wellesley Center for Women; & Fauci, Jennifer – Boston College <i>Starting from Stories: Transforming professional training through personal exploration of systemic inequality</i> |
| | 1B. Washington, Aryssa; & Howerin, David – Regent University <i>Instilling Intellectual Character: The Interplay of Social Justice and Creativity</i> |
| | 1C. Park-Taylor, Jennie; Latella, Lauren; Pelosi, Maria; Rapice, Annette; & Schibuk, Heidi – Fordham University <i>KEEP Calm and Rock the Boat: Mindfulness, multicultural training and social change</i> |

| Lack of Engagement: Stigma as a Barrier to Utilizing Mental Health Care | |
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| 9:30-11:00am | 2A. Langis, Gary; & Alves, Carl – MASS TAPP <i>Killing Stigma: Addiction's Impact on Race, Culture, and Social Justice</i> |
| | 2B. He, Emily – Clark University <i>Mental Illness Stigma: Family-Level Conceptualization</i> |
| | 2C. Keefe, Kristen – Clark University <i>Aftercare Engagement: A Review of the Literature Through the Lens of Disparities?</i> |

| Access Granted: Unlocking the Doors to Higher Ed | |
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| 9:30-11:00am | 3A. Marrah, Arleezah – Barry University <i>Perceptions of standardized tests and academic self-efficacy of African American graduate students</i> |
| | 3B. Kanagasingam, Sutha – University of Nebraska-Lincoln <i>Multicultural Career Counseling: An Imperative for the Success of Today's College Students</i> |
| | 3C. Martinez, Sylvia – Indiana University <i>Leaks in the Information Pipeline: Differences in College Aspiring Latino Students' Execution of Critical Precollege Actions</i> |

| Addressing Education and Research Inequality: Policy and Activism | |
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| 9:30-11:00am | <p>4A. Barton, Sarah; Wickline, Virginia; & Collins, Christopher – Miami University</p> <p style="text-align: center;"><i>Ethical Considerations When Utilizing Web-Based Platforms Like Mturk for Recruiting Vulnerable Populations</i></p> |
| | <p>4B. Pascua Dea, Tracy; & Aquino Sosa, Gloria – St. Mary's College of California</p> <p style="text-align: center;"><i>Strengths Based Institutional Change: Inclusive Excellence as Social Justice Advocacy to Impact Student Success</i></p> |
| | <p>4C. Brower, Margaret – Tufts University</p> <p style="text-align: center;"><i>Political Justice and Cultural Diversity: the Student Activist Narrative</i></p> |

STRUCTURED DISCUSSIONS

| Cultural and Social Justice Considerations for Professional Development | |
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| 9:30-11:00am | <p>1. Morris, Stacy; Ferreira, Kevin; Glaze, Shaun; & Nguyen, Hoa Nha – Boston College</p> <p style="text-align: center;"><i>Building a Community of Social Justice Professionals: Concrete Steps towards Creating Change</i></p> <p>2. Goodman, Diane – Independent Consultant</p> <p style="text-align: center;"><i>Cultural Competence for Social Justice: A Model for Student, Staff, Faculty and Organizational Development</i></p> |

WORKSHOPS

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| 9:30-11:00am | <p>Brown, Valerie – Lead Smart Coaching</p> <p><i>“Lay My Burden Down”: Reimagining “The Strong Black Woman” through Mindful Leadership</i></p> <p>We explore the cultural construct of “The Strong Black Woman” (within the context of patriarchy), and review the clinical and practical evidence of how mindfulness-based practices can cultivate well-being. We examine how these frameworks relate to leadership and explores the socio-economic and health disparities among African American women. The academic literature on ‘The Strong Black Woman’ archetype began to appear about a dozen years ago, although it continues to be an untold story. (Beauboeuf-Lafontant, 2009). Strength, a defining characteristic of Black womanhood, is uniquely racialized and gendered, manifesting with far-reaching race, culture and social justice implications. Mindfulness interventions are at the vanguard or re-conceptualizing strength, and addressing racialized and gendered health and wellbeing disparities. (Black, Woods-Giscombe, 2010).</p> |
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| 9:30-11:00am | <p>McQuillan, Patrick; & Albert, Lillie – Boston College</p> <p><i>Promoting Anti-Racist Education by Exploring Cross-Cultural Miscommunication</i></p> <p>The proposed workshop derives from a role play in which two different cultural groups interact. After completing the role play, participants address the following: (1) Describe each group, from the perspective of a group member and the perspective of someone from the other group. How do their views of the “other” differ from their descriptions of themselves? (2) What characteristics did your observations focus upon? What did you not mention? What impact might that have had on your interactions? (3) How would you characterize the nature of your interactions? How did you feel after the role play ended? (4) Based on these responses, what might be some implications for promoting anti-racist education?</p> |
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| <p>9:30-11:00am</p> | <p>Singer, Rachel; Phillips, Melissa; Fuentes, Milton; & Sproul, Faith – Chicago School of Professional Psychology</p> <p><i>Teaching Multicultural Competence Through Experiential Education: Aspiration to Application</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p> |
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11:00am-11:10am BREAK

11:10am-11:15am Welcoming Remarks

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| <p>INVITED PANEL</p> <p>Social Justice for Health and Well-being: Harnessing Strengths and Combating Racism to Support the Development for Youths of Color to Thrive</p> | |
| <p>11:15am-12:45pm</p> | <p>Roderick Watts, Ph.D. – CUNY Graduate Center</p> <p><i>How Community Organizing Promotes Socioemotional Development (and More!) Among Youths of Color</i></p> <p>Luis Rivera, Ph.D. – Rutgers University</p> <p><i>Ethnic-Racial Stereotypes and Health Disparities: It's a Social Justice Issue!</i></p> <p style="text-align: right;">*CEs offered (1.5)</p> |

POSTER SESSION I LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Charmaraman, Linda – Wellesley College; & McField, Ambar – Wheaton College

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

D'Auria, Francisco – University of Akron

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

George, Susan; & Page, Cassandra – Regent University

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

McLaughlin, Kristin; & Nicolas, Abigail – University of Albany, SUNY

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

Medzhitova, Julia; Woods, Meghan; & Sagherian, Mike – Boston College

Evidence of Therapeutic Environment at the Jeremiah E. Burke High School

Mora, Eriberto – Clark University

The Role of Religious Coping and Generational Status among Latinos of Mexican Origin

Pooch, Abigail – Nova Southeastern University

Effective help-seeking strategies for ethnic minority children in poverty

Pooch, Abigail; & Vassilopoulos, Areti – Nova Southeastern University

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

Rislin Jamey Leeanne – New Mexico State University

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

Shatto, Erynne – University of Arkansas Medical Sciences; & Stefurak, Tres – University of South Alabama

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

Sheppard, Nicole; Dixon, Adaila; & Sakallah, Alaa – University of St. Thomas

Promotion of Racial and Religious Harmony in Singapore

Staggers-Hakim, Raja – Sacred Heart University

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

Thompson, Lauren – Howard University

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

Vassilopoulos, Areti; & Pooch, Abigail – Nova Southeastern University

Coping with discrimination in adolescence: Maternal and paternal influences

Wolfe, Twyla – Suffolk University

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

2:00pm-3:30pm

*Concurrent Session II***INDIVIDUAL PRESENTATIONS**

| Understanding Prejudice, Privilege and the Politics of Whiteness | |
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| 2:00-3:30pm | 1A. Goldstein, Evan – Union Theological Seminary <i>Constructing Jewishness: American Jewry and the Politics of Whiteness in Post-World War II America</i> |
| | 1B. Javed, Suzanna – Columbia University <i>A Conceptualization of Terrorism as a Result of the Transfer of Function across Stimuli</i> |
| | 1C. Goodman, Diane – Independent Consultant <i>The Tapestry Model: Exploring Social Identities, Privilege and Oppression from an Intersectional Perspective</i> |

| Impact of Racially Biased Portrayal(s) and Perception(s) | |
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| 2:00-3:30pm | 2A. Shaw, Jessica – National Institute of Justice <i>The Impact of Race on Sexual Assault Case Investigations</i> |
| | 2B. Nordstrom, Alicia; Austin, Allan; & Hamilton, Patrick – Misericordia University; & Nordstrom, Justin – Penn State Hazleton <i>Addressing Barriers to Reducing Racism through Narrative and Popular Culture</i> |
| | 2C. Louis, Elizabeth Farrah – University of Georgia <i>Natural Disasters: Perceptions of Victims and Survivors Based on Race and Gender</i> |

| Students of Color's Experiences in Predominantly White Institutions | |
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| 2:00-3:30pm | <p>3A. Gill, Emmett – University of Texas at San Antonio; & Aron, Cindy – Samaritan Health</p> <p style="text-align: center;"><i>Culture and Power in College Athletics: African-American Student-Athletes at Predominantly White Institutions</i></p> |
| | <p>3B. Guishard, Monique – Bronx Community College; Brown, Justin – LaGuardia Community College; & Heyward, Devin – The Graduate Center-CUNY</p> <p style="text-align: center;"><i>Advocates, Allies, and/or Critical Organic Catalysts: Reevaluating the Role of Black Psychologists in Collaborative Research</i></p> |
| | <p>3C. Hyman, Jacqueline – Boston University</p> <p style="text-align: center;"><i>Collegiate Experiences of Division III Female Student-Athletes of Color at a Predominantly White Institution</i></p> |

| Models to Understand and Treat the Effects of Racism | |
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| 2:00-3:30pm | <p>4A. Marrah, Arleezah; & Noble, Racheal – Barry University</p> <p style="text-align: center;"><i>Racial Violence in a Post-Racial Society: Strategies and Implications of Ongoing Traumatic Stress Response and Continuous Traumatic Stress among African Americans</i></p> |
| | <p>4B. Almond, Amanda – NYC College of Technology; Mena, Jasmine; & Poindexter, Brittany – University of Rhode Island</p> <p style="text-align: center;"><i>Measuring Decisional Balance for Health Behaviors among U.S. Blacks</i></p> |
| | <p>4C. Borum, Valerie – Metropolitan State University of Denver</p> <p style="text-align: center;"><i>Why We Can't Wait! An Afrocentric Public Health Model in Understanding Public Health Disparities</i></p> |

STRUCTURED DISCUSSIONS

| Culturally Competent Practice and Policy | |
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| 2:00-3:30pm | <p>1. Graddick, Danielle; & Tokarsky, Max – Wright State University</p> <p style="text-align: center;"><i>Creating a Culture of Change: Law Enforcement and Cultural Competency Assessment</i></p> <p>2. Warley, Raquel; & Iniguez, Sonia – California State University, Los Angeles</p> <p style="text-align: center;"><i>Embarking on Culturally Competent Practice: A Transformative Learning Workshop</i></p> |

WORKSHOPS

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| 2:00-3:30pm | <p>Park-Taylor, Jennie; Alicino, Nicole; Gore, Tara; Krupka, Chana; & Pitcan, Mikaela – Fordham University</p> <p style="text-align: center;"><i>"It's all in your Head": Microaggressions, Acculturative Stress, Achievement Guilt & Internalized Racism</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p> |
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| 2:00-3:30pm | <p>Style, Emily; & Burroughs, Donald – Wellesley Centers for Women</p> <p><i>Race Talk Tools that Leverage Time to further Racial Literacy</i></p> <p>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.</p> |
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SYMPOSIA

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| 2:00-3:30pm | <p>Sommerfeld, Amanda; Klein, Emily; Trala, Kassie; Wang, Shenny; Williams, Ciarah; Nicholson, Elena; Nyman, Lindsey; Rosen, Jess – Washington College; & Coleman, Hardin, L.K. – Boston University</p> <p><i>Privileging our Youth: Realities, Struggles, and Accomplishments in Leveling the Educational Playing Field for Underprivileged Youth</i></p> <p>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.</p> |
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| <p>2:00-3:30pm</p> | <p>Tawa, John; Grosso, Natalie; Jesiolowski, Amy; Mendy, Marie; Morehouse, Sarah; Neal, Tannis; & Sinkewicz, Matthew – Salve Regina University</p> <p><i>Qualitative Inquiries about People's Beliefs about Race</i></p> <p>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 peoples 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.</p> |
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3:30pm-3:45pm BREAK

INVITED PANEL
Changing the Face of Medicine

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| 3:45-5:15pm | <p>Crystal Emery – URU, The Right to Be, Inc. Michelle Materre – Independent Media Consultant</p> <p>Currently, 5% of practicing physicians under forty are Black, and less than 2% are Black women. <i>Changing the Face of Medicine: Black Women in Medicine</i> is the first documentary to focus on this dilemma. The women featured in the film have saved countless lives despite being plagued by a professional and societal uphill battle stemming from both their gender and skin color. By presenting these women’s stories on film, we give a voice and humanity to prejudices engrained in practicing medicine and higher education that historically have only existed as abstract injustices. These issues are an acrid influence on institutionalized medical practice, medical school student retention efforts, and graduate school culture. By educating individuals from diverse communities, backgrounds, and socioeconomic groups, Changing the Face of Medicine is one of many steps in address inequities in America.</p> <p>Following the film, Crystal Emery will be joined by film co-producer, Michelle Materre to lead a discussion on inequities and the power and influence media has to affect real and present social change. The presentation will allow the opportunity to engage in a dialogue about the issues surrounding around media’s false and often debasing representation of Black women in America- so we may begin to dismantle internalized and institutionalized sexism and racism in American psyche.</p> <p style="text-align: right;">*CEs offered (1.5)</p> |
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DIVERSITY CHALLENGE 2015: SATURDAY SCHEDULE

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

INDIVIDUAL PRESENTATIONS

| Bridging the Gap: Strategies for Increasing Access to Quality Education | |
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| 9:30-11:00am | 1A. Odunewu, Latifat; Tinsley, Don Terius; & Thomas, Anita Jones – University of Indianapolis <i>Standing in the Gap</i> |
| | 1B. Naber-Fisher, Mercedes – Toledo Public Schools <i>Creating Fair and Equitable Classrooms through Cultural Responsive Teaching</i> |
| | 1C. Mosely, Micia – Teachers College, Columbia University <i>How to Increase the Black Teaching Force in 10 "Easy" Steps</i> |

| Intersectionality of Race, Culture, & Sexuality | |
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| 9:30-11:00am | <p>2A. Bartone, Michael – Central Connecticut State University</p> <p style="text-align: center;"><i>"I'm still comfortable in my skin": Institutional Influences on Black Gay Males</i></p> |
| | <p>2B. Collins Rawle, Shelly-Ann – Northeastern University; & Weber, Amanda – Boston College</p> <p style="text-align: center;"><i>The Myth of Meritocracy: Meaning Making and Microaggressions among Highly Educated Racial, Gender, and Sexual Minorities</i></p> |
| | <p>2C. Allen, Malia – Boston College</p> <p style="text-align: center;"><i>Perceptions of Pinkwashing on College Campuses: Gender and Sexuality in Israel/Palestine</i></p> |

| Teaching About Cultural Responsiveness | |
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| 9:30-11:00am | <p>3A. Brathwaite-Gardner, Allyson; & Welsh, Linda – Brown University</p> <p style="text-align: center;"><i>Implementing a Training Program on Culturally Competent Care at a University Counseling Center</i></p> |
| | <p>3B. Mock, Matthew – John F. Kennedy University</p> <p style="text-align: center;"><i>Effectively Teaching Multicultural Psychology and Social Justice through Reliving Historical Events and Cultural Immersion</i></p> |
| | <p>3C. Chaise, Christina – Columbia University</p> <p style="text-align: center;"><i>Race Dialogue: The Criticality of Meaningful Pedagogy and Necessary Risk of Vulnerability</i></p> |

| "I got in too": Seeking Acceptance in University Settings | |
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| 9:30-11:00am | <p>4A. Esquivel, Sonia; Pound, Leah; Bossert, Stephanie; Brown, Lucas; & Baltrip, Javaughn – United States Air Force Academy</p> <p><i>Do I Belong? Examining Culturally Diverse Cadets' Sense of Belonging at The United States Air Force Academy</i></p> |
| | <p>4B. Martinez-Aleman, Ana; & Gin, Kevin – Boston College</p> <p><i>Microaggressions and Social Media on Campus</i></p> |
| | <p>4C. Choi, Na-Yeun – University of Maryland</p> <p><i>College Students' Attitudes toward Seeking Professional Help: The Role of Social Class, Classism, and Stigma</i></p> |

| Music and Media: Exploring Social Identities Among Intersections of Gender, Class and Race | |
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| 9:30-11:00am | <p>5A. Mangione, Lorraine; Evarts, Katherine – Antioch University New England; & Fein, Steven – Williams College</p> <p><i>Marginalized Groups in American Society and Bruce Springsteen's Work: Oppression, Complexity, Resilience</i></p> |
| | <p>5B. Wilcox, Emily – Springfield College</p> <p><i>An Exploration on the Intersection of Body Image, Women, and Media</i></p> |
| | <p>5C. Balogun-Mwangi, Oyenike – Northeastern University</p> <p><i>Embracing the Hottentot Venus: An Examination of Body Image among African Women</i></p> |

| Addressing Racial and Ethnic Identity for Health and Wellness | |
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| 9:30-11:00am | <p>6A. Martin-Jearld, Anna; Lee, Jonghyun; & Nyiransekuye, Hadidja – Bridgewater State University</p> <p style="text-align: center;"><i>Countering Oppression: Socially Just Multicultural Mental Health Practice</i></p> |
| | <p>6B. Holman, Alea – John F. Kennedy University</p> <p style="text-align: center;"><i>Racial Socialization and Identity Development: Therapists working with Black and Cross-racial Families</i></p> |
| | <p>6C. Montgomery, Jonathan – Indiana University of Pennsylvania</p> <p style="text-align: center;"><i>Latino Student Experience at a Predominantly White University</i></p> |

| The Cultural Context of Depression and Trauma | |
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| 9:30-11:00am | <p>7A. Zein, Amira – Argosy University</p> <p style="text-align: center;"><i>Parallel and Conflicted Identities of Arab-American Muslims Post 9/11: Misconceptions, Social Stigma, & Mental Health Outcomes of Racial Discrimination</i></p> |
| | <p>7B. Garcia, Jadig – Suffolk University; & Garcia, Natalie – North Suffolk Mental Health Association</p> <p style="text-align: center;"><i>A Qualitative Analysis of Acculturation on the Understanding of Depressive Symptoms</i></p> |
| | <p>7C. Nazari, Sally – NY State Office of Mental Health</p> <p style="text-align: center;"><i>Multimodal psychotherapy for immigrant survivors of torture and trauma</i></p> |

| Promoting Culturally Relevant Interventions for Families | |
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| 9:30-11:00am | 8A. Cromwell, Michelle; & Smoot, Dwayne – Regis College <i>PARENT: Partnerships for Anti-Racist Education to Nurture Transracial Adoptions</i> |
| | 8B. Danylchuk, Lisa – Harvard University <i>Intergenerational Trauma, Resilience and Race: Cultivating Growth and Healing</i> |
| | 8C. Barbaro, Larissa; Ebersole, Ryan; & Wright, Scott – University at Albany <i>Development of an Empowerment Group for Parent Advocacy in Inner-City Schools</i> |

| Targeting Individual and Systemic Racial Discrimination | |
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| 9:30-11:00am | 9A. Ford, Demetrius – Center for Law, Health & Justice <i>Racial Profiling Disorder: Domestic Terrorism and Hate Groups</i> |
| | 9B. White, Christine – University of Maryland, College Park; & Okupa, Edith – Restoration Project International <i>Don't Just Tell Me... Show Me: How can Theories Frame Police Practices?</i> |
| | 9C. Korth, Chelsea – Indiana University Bloomington <i>Small Democratic School Diversity and Construction of Cultural Identity</i> |

| Considering History and Community in Social Justice Work | |
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| 9:30-11:00am | <p>10A. Bagdasaryan, Sofya – CSU Los Angeles; & Adams, Ted – El Centro Del Pueblo</p> <p style="text-align: center;"><i>One Community’s Response to Civil Gang Injunctions: “It’s just the Wrong Tool”</i></p> |
| | <p>10B. Martin, Matthew; & Norris, David – Kirwan Institute</p> <p style="text-align: center;"><i>History Matters: How Past Policies Shape Today's Public Health and Well-Being</i></p> |
| | <p>10C. Martinez-Cola, Marisela – Emory University</p> <p style="text-align: center;"><i>Establishing Points of Connection for Collaborative, Cross Racial Community Efforts</i></p> |

STRUCTURED DISCUSSIONS

| Addressing White Privilege | |
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| 9:30-11:00am | <p>1. Alto, Kathleen; & Barnes, April – The University of Akron</p> <p style="text-align: center;"><i>The Color of Friendship: Racism is a White Person's Problem</i></p> <p>2. Morgan, Tranese; Burke, Candyce; & Page, Cassandra – Regent University</p> <p style="text-align: center;"><i>The Natural Hair Movement: Implications for Social Justice, Subjective Well-Being and the Professional Lives of Black Women</i></p> |

| Mental Health or Advocacy and Alliance | |
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| 9:30-11:00am | <p>1. Godon-Decoteau, Danielle; Ng, Fanny; Liu, Charles; & Suyemoto, Karen L. – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>Rejecting Internalized Racism in Asian Americans to Promote Empowerment and Build Alliances</i></p> <p>2. Dharmalingam, Kavitha; & Kanagasingam, Sutha – University of Nebraska-Lincoln</p> <p style="text-align: center;"><i>#MuslimLivesMatter: An Interactive Dialogue on the Current Climate for Muslim American College Students</i></p> |

WORKSHOPS

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| 9:30-11:00am | <p>Samuels, Dena; & Moore, Jr., Eddie – The Privilege Institute</p> <p style="text-align: center;"><i>Building Alliances Across Differences</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p> |
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| <p>9:30-11:00am</p> | <p>Knighton, Joi-Sheree'; Mosley, Della; Owen, Kathryn Haynes – University of Kentucky; & Jenkins, Jasmine – University of Georgia</p> <p><i>Intervening with Intentionality: Incorporating Black Racial Identity Development into Clinical Practice</i></p> <p>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.</p> |
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| <p>9:30-11:00am</p> | <p>Elliott, Paula – Creative Pathways for Change; Bivens, Donna – Union of Minority Neighborhoods (UMN); Hill, Curdina – ClearWays Consulting & Coaching; & Moritz, Ann – Moritz Advisory Group</p> <p><i>Healing History: Exploring Our Desegregation Stories to Promote Racial Justice</i></p> <p>Five years of storytelling, research and analysis initiated by UMN’s Boston’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.</p> |
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SYMPOSIA

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| 9:30-11:00am | <p>Muchow, Carrie; Johnson, Veronica; Galgay, Corinne; Roberson, Katheryn; Kirkinis, Katherine; Stotts, Shawna; & Carter, Robert T. – Columbia University</p> <p style="text-align: center;"><i>Exploring Race-Based Traumatic Stress: Consideration of Psychological Symptoms, Trauma Reactions, and Racial Identity</i></p> <p>“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 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.</p> |
| 9:30-11:00am | <p>Nantz, Kathy; Brunn-Bevel, Rachelle; & Labinski, Maggie – Fairfield University</p> <p style="text-align: center;"><i>Social Justice Education: Aligning Disciplinary Syllabi to Achieve Diversity Course Goals</i></p> <p>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.</p> |

11:00am-11:10am BREAK

11:10am-11:15am Remarks

INVITED PANEL

All Oppression is Connected: Advocating for Vulnerable Populations' Needs with Considerations for Intersections of Race, Ethnicity, Social Class, Gender and Sexuality

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| 11:15am-12:45pm | Angela M. Borges, Ph.D. – Simmons College <i>“It feels like the right thing to do”: Psychologists’ Adaptations of Therapy for Low-Income Clients</i> Chong-suk Han, Ph.D. – Middlebury College <i>Race, Racism, and HIV Risk Behaviors Among Gay Men of Color</i> *CEs offered (1.5) |
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POSTER SESSION II LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Barreiro, Ivelisse; & Corneille, Mariah – Albizu University

From Tuskegee to the Affordable Care Act: Where Have We Come?

Bell, Tyronn – University of Indianapolis

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

Chavez, Noe Ruben – City of Hope National Medical Center; & Chung Chavez, Yung Fang Irene – California School of Professional Psychology at Alliant International University -- Los Angeles

Integrating Race Along with Culture in Educating Clinicians for Health Equity

Corneille, Mariah; & Barreiro, Ivelisse – Albizu University

Making 'Black Lives Matter' by Addressing Racial Disparities in Healthcare

Davis, Alexandra – University of Illinois at Chicago

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

Hirsch, Leah; Parker, Chelsea; Goertz, Mackenzie; Adames, Hector; & Chavez-Duenas, Nayeli – Chicago School of Professional Psychology

Cultivating a New Generation of Anti-Racist White Students: Re-Imagining Racially-Conscious Mentoring

Kimball, Micaela – digboston

Dancefloor Diversity: Finding Common Ground on Boston's Segregated Nightlife Scene

Pappa, Laura – University of Akron

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

Perez, Jessica – Cornell University; Goertz, Mackenzie; Adames, Hector; & Chavez-Duenas, Nayeli – Chicago School of Professional Psychology

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

Randall, Nicole; & Ramirez, Lorena – Argosy University

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

Randall, Nicole; & Ramirez, Lorena – Argosy University

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

Simmons, Amelia – Chicago School of Professional Psychology

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

Trent, Buffy – Center for Multicultural Training

The Role of Person-Centered Language in Advocacy and Empowerment

2:00pm-3:30pm

Concurrent Session IV

INDIVIDUAL PRESENTATIONS

| Intersections of Race, Culture, and Gender | |
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| 2:00-3:30pm | 1A. Gerdes, Zachary – University of Akron <i>Racial/Ethnic Diversity in the Psychology of Men through Religion and Reference Groups</i> |
| | 1B. Richardson, Christina – University of Nebraska-Lincoln <i>Incorporating Cultural Diversity in to Sex Offender Risk Assessment and Treatment</i> |
| | 1C. Abdelghani, Nour; & Poulakis, Mixalis – University of Indianapolis <i>Woman at Point Zero: the Continuing Practice of Female Circumcision in Egypt</i> |

| Can you see me? Visibility of Marginalized College Students | |
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| 2:00-3:30pm | 2A. Wells, Amie; & Roberts, Tangela – University of Massachusetts Boston <i>#QPOC: A Social and Support Group for Queer Students of Color</i> |
| | 2B. Gill, Emmett – University of Texas at San Antonio <i>Social Justice in Collegiate Athletics: The Work of the Student – Athletes Human Rights Project</i> |
| | 2C. Daniel, Desa – New Mexico State University <i>A Phenomenological Analysis of Invisibility Among College Students: An African-American Woman’s Experience</i> |

**Considering the Various Facets of Culturally Responsive Care on
Individual, Group and Systemic Levels**

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| 2:00-3:30pm | <p>3A. Zhen-Duan, Jenny – University of Cincinnati</p> <p align="center"><i>Factors Influencing Barriers to Healthcare among Mexican and Guatemalan Immigrants</i></p> |
| | <p>3B. Garcia, Natalie – North Suffolk Mental Health Association; & Garcia, Jadig – Suffolk University</p> <p align="center"><i>The Impact of Medical Interpretation in the Treatment of Hispanics Coping with Trauma</i></p> |
| | <p>3C. Jackson-Bailey, Christina; Williamson, Camille; & Johnson, Rebecca – Adler University</p> <p align="center"><i>Social Justice Practicum and the Importance of Developing Graduate Students' Ethnic Identity</i></p> |

Integrating Empowerment in the Promotion of Mental Health

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| 2:00-3:30pm | <p>4A. Zhang, Cong – Boston University</p> <p align="center"><i>Bullying Victimization and College Adjustment: Perspectives of Racial/ethnic Minority Students</i></p> |
| | <p>4B. Jaimes, Licci – University of Indianapolis</p> <p align="center"><i>Powerless: The Implications of Violence in Mexico on Mental Health and Immigrants</i></p> |
| | <p>4C. Applewhite, Kimberly – Boston Children's Hospital</p> <p align="center"><i>Building the Village: Integrating Social Justice Programming into Community Mental Health</i></p> |

| Up Close and Personal: Attachment | |
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| 2:00-3:30pm | 5A. Ponciano, Cynthia – University of North Texas <i>Attachment, Intolerance of Uncertainty, and Acculturative Stress of International Students</i> |
| | 5B. Yin, Angela – Univeristy of North Texas <i>Effects of Self-Construal and Attachment on Personal Values</i> |
| | 5C. Sebastian, Bini – University of North Texas <i>Adult Attachment, Power Differential, and Marital Satisfaction of Individuals in Interracial Marriages</i> |

| Developing Social Justice Agents in Higher Education | |
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| 2:00-3:30pm | 6A. Irey, Sayumi – Bellevue College <i>Developing Our Identity as Educators</i> |
| | 6B. Boyd, Margaret; & Frederick, Brittany – Stonehill College <i>The Teaching and Learning of Race, Racism & Privilege in College Classrooms</i> |
| | 6C. Silverstein, Madison – Auburn University <i>Scholars Committed to Opportunities in Psychological Education: Increasing Access to Doctoral Education</i> |

| Cross-National Teaching and Learning | |
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| 2:00-3:30pm | <p>7A. Charles, Quanisha – Indiana University of Pennsylvania</p> <p style="text-align: center;"><i>Lived Experiences of Black Teachers of English Working in South Korea</i></p> |
| | <p>7B. Park, Sung Choon – The New School for Social Research</p> <p style="text-align: center;"><i>Transnational Lives of International Students and Transmission on Race</i></p> |
| | <p>7C. Smith, Sherwood – University of Vermont</p> <p style="text-align: center;"><i>Using the International Experience to Make Whiteness Visible</i></p> |

| Policy, Education, and Racial Disparities | |
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| 2:00-3:30pm | <p>8A. Vargas-Collins, Debbie; Jackson, Beverly; & Doggett, Cecil – Georgetown Medical Center</p> <p style="text-align: center;"><i>Collaborative Community Health Messaging to Activate Timely interventions for Families of Color with Special Health Care Needs</i></p> |
| | <p>8B. Tolliver, Willie – Silberman School of Social Work; & Beard, Kenya – Jersey College</p> <p style="text-align: center;"><i>Centering Race & Racism in Classroom Conversations About Equity In Health Care</i></p> |
| | <p>8C. Page, Cassandra; & George, Susan – Regent University</p> <p style="text-align: center;"><i>University's Response to Social Justice</i></p> |

| Developing Cultural Identities in Context | |
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| 2:00-3:30pm | 9A. Milo, Maria; & Poulakis, Mixalis – University of Indianapolis <i>Are you a Greek or a Barbarian?</i> |
| | 9B. Mazzula, Silvia – John Jay College of Criminal Justice <i>Latin@bicultural Competence: The Injustice of Race</i> |
| | 9C. Aziz, Nahid – Argosy University <i>The Psychological Impact of Racism Mental Health of Afghan Muslim Women</i> |

| Uncovering the Experiences of the Oppressed | |
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| 2:00-3:30pm | 10A. Scott, Marizete Gouveia Damasceno – University of Brasilia <i>Psychopathology and Invisible Racism in Brazilian Context</i> |
| | 10B. Qessa Coupet, Sarah – Northeastern University <i>Voices of Haitian Teachers: Exposing Colonial Legacies</i> |
| | 10C. Holness, Kenesa – Springfield College <i>Identity Development in African American Women Receiving an Education in STEM at the Doctoral Level, and the Role of Stereotype Threat in Academic Performance and Psychological Well-Being</i> |

| Addressing Structural Inequality | |
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| 2:00-3:30pm | <p>11A. Glaze, Shaun – Boston College</p> <p style="text-align: center;"><i>Critical Race Spatial Analysis: Mapping and Justice in East Boston and Revere</i></p> |
| | <p>11B. Martin, Matthew; & Bell, Jamaal – Kirwan Institute</p> <p style="text-align: center;"><i>Free To Ride: Organizing Around Transit Equity and Access to Opportunity</i></p> |
| | <p>11C. Gibson, Reann – Institute for Community Health</p> <p style="text-align: center;"><i>Health and Racial (in) Equity – Insights from an Innovative Game in Boston Neighborhoods</i></p> |

STRUCTURED DISCUSSIONS

| Engaging Dialogues about Race and Culture | |
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| 2:00-3:30 pm | <p>1. McDonough, Kathleen; Durand, Tina; Kim, Grace S.; & Williams, Wendy Champagne – Wheelock College</p> <p style="text-align: center;"><i>Embracing Tensions in Social Justice Teaching in a Predominantly White Institution</i></p> <p>2. Smith, Michael – SUNY New Paltz; Buckley, Tamara – City University of NY; Foldy, Erica Gabrielle – NYU Wagner; Glenn, Tristan – Mercer University; & Johnson, Jr., Samuel – Baruch College CUNY</p> <p style="text-align: center;"><i>Interdisciplinary Approaches to Negotiating "Safety" in Race Dialogues</i></p> |

WORKSHOPS

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| <p>2:00-3:30pm</p> | <p>Copeland, Phillipe – Boston University School of Social Work</p> <p><i>Mass Incarceration, Behavioral Health and Racial Equity</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p> |
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| <p>2:00-3:30pm</p> | <p>Bhattacharyya, Sriya – Boston College; Gross, Alissa – UMass Boston, Brookline Community Mental Health Center; Herrig, Elise; Ray, Jamila & Laidlaw, Philip – Brookline Community Mental Health Center</p> <p><i>"I see it, now what?" Diversity at a Community Mental Health Center</i></p> <p>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.</p> |
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| <p>2:00-3:30pm</p> | <p>Cromwell, Michelle – Regis College</p> <p><i>Stories from Within: Dismantling Institutionalized Racism using Peacemaking Circles</i></p> <p>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.</p> |
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SYMPOSIUM

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| <p>2:00-3:30pm</p> | <p>Li, Peiwei; Dalin, Joanna; Price, Leanne; Rodriguez Ramirez, Daniel; & Williams, Sedale – Springfield College</p> <p><i>Culture, Diversity, and Social Justice: Mental Health Perspectives on Trauma, Stigma, Helping-seeking, and Cross-cultural Understanding</i></p> <p>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.</p> |
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| 2:00-3:30pm | <p>Mock, Matthew; Estrada, Alejandrina; & Rasbury, Robbin – John F. Kennedy University</p> <p style="text-align: center;"><i>Seizing Opportunities Amid Challenges: Facilitating the Success of Diverse Psychology Students through Multi-pronged Strategies</i></p> <p>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.</p> |
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3:30pm-3:45pm BREAK

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| <p>INVITED PANEL</p> <p>Examining the Past to Change the Future: Contextualizing Issues of Race, Ethnicity, Class and Gender in Order to Address Oppression</p> | |
| 3:45-5:15pm | <p>Yveline Alexis, Ph.D. – Oberlin College</p> <p style="text-align: center;"><i>Hispaniola (Re) United</i></p> <p>Sylvia Chan-Malik, Ph.D. – Rutgers University</p> <p style="text-align: center;"><i>Gendering American Islam: U.S. Muslim Women and the Question of Race</i></p> <p style="text-align: right;">*CEs offered (1.5)</p> |

5:30pm-7:00pm CLOSING RECEPTION AND CELEBRATION
COMPLIMENTARY BUFFET

Remarks – Dr. Janet Helms