

DIVERSITY CHALLENGE 2013: FRIDAY SCHEDULE

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

INDIVIDUAL PRESENTATIONS

Facilitating Well-being through Social Supports	
9:30-11:00am	1A. Robinson-Wood, Tracy; Balogun, Oyenike; Zhang, Xiaolu; Boadi, Noreen, Fernandes, Caroline; Matsumoto, Alsushi; & Popat, Ami – Northeastern University <i>The Intersections of Microaggressions, Coping, and Health among Highly Educated Women of African Descent</i>
	1B. Chong, Eddie – Boston College <i>Social Media as Social Capital of LBG Individuals in Hong Kong – Its Relations with Group Membership, Stigma, & Mental Well-Being</i>
	1C. Corona, Hercilla – University of Massachusetts, Boston <i>From Enrolling to Completion: Supporting Latina First-Generation College Students' Well-Being and Academic Success</i>

Mental Health and Health Disparities and Implications of Policy and Managed Care	
9:30-11:00am	2A. Perez, Victoria – University of Pennsylvania, Wharton School <i>Heterogeneity in the Use and Effects of Medicaid Managed Care</i>
	2B. Broder, Steven – Boston University <i>Race, Gender, Trauma, and Social Security Disability Income Support: Additional Data</i>
	2C. Mouzon, Dwane – Rutgers University <i>The Race Paradox in Mental Health: Truth or Myth?</i>

The Influence of Race and Gender on Psychosocial Functioning	
9:30-11:00am	3A. Baskin, Deborah ; & Sommers, Ira – Loyola University-Chicago <i>The Intersectionality of Race, Sex, and Mental Health in Predicting Violent Crimes</i>
	3B. Estrada, Fernando – Loyola Marymount University <i>Latino Men and Masculinity: The Psychosocial Benefits Associated with a Caballero Ideology</i>
	3C. Lindsey, Sharmira; & Mancuso, Matthew - Suffolk University <i>Risk Factors Surrounding Repeat Pregnancy during Adolescence</i>

Children and Families	
9:30-11:00am	<p>4A. Chen, Stephen – UC San Francisco / Wellesley College</p> <p style="text-align: center;"><i>Multilingualism in the Asian American Immigrant Family : Implications for Children’s Socioemotional Development</i></p>
	<p>4B. Contreras, Mariah; Chaudhuri, Jana; & Easterbrooks, M. Ann – Tufts University</p> <p style="text-align: center;"><i>Discrimination, Maternal Depression, and Child Emotional Regulation: Challenges for Home Visiting Research</i></p>
	<p>4C. Arora, Kiran; & Cadet, Melanie – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>The Impact of 9/11 on Sikh Families and Their Relationships</i></p>

Cultural Considerations in the Health and Mental Health of Latino/a Americans	
9:30-11:00am	<p>5A. Cardemil, Esteban; & Moreno, Oswaldo – Clark University</p> <p style="text-align: center;"><i>Cultural and Gender Influences on the Expression of Depression among Latino Men</i></p>
	<p>5B. Denton, Ellen-ge - City University of New York College of Staten Island (CUNY) and Columbia University Medical Center</p> <p style="text-align: center;"><i>Ethnic Density and Health: What are the Underlying Mechanisms?</i></p>
	<p>5C. Sanchez, Stephanie; & Cheng, Alice – University of Hartford</p> <p style="text-align: center;"><i>The role of Multiculturalism in the Diagnosis of Autism in Latino Americans</i></p>

STRUCTURED DISCUSSIONS

Reaching an Overlooked Population: Outreach and Support Services for Asian American and International College Students	
9:30-11:00am	<ol style="list-style-type: none"> 1. AhnAllen, Julie; Baillie, Jeanine; Paek, Matthew; Jenkins Yvonne; & Khullar, Aarti – Boston College <i>Bridging the Gap in Access to Mental Health Services for Asian and Asian American College Students</i> 2. Colak, Burhan – University of Massachusetts, Lowell <i>Finding International Students, in the Spotlight of the “Buddy Project”</i>

Culturally Appropriate Treatment for Black and Latino/a Individuals	
9:30-11:00am	<ol style="list-style-type: none"> 1. James, Erica; & Ocampo, I. Paloma – University of Georgia <i>Intersection of Depression and Utilization of Mental Health Services of African American and Latina Women</i> 2. Levy, Ian; & Keum, Tae Hyuk – Columbia University <i>Hip Hop and Spoken Word Therapy for Emotional Exploration in Men</i>

Culturally Appropriate Psychological Assessment and Evaluation	
9:30-11:00am	<ol style="list-style-type: none"> 1. Latham, Patrick; Harris, Treniece Lewis; Barrett, James; Carson, Nicholas; & Walker, Susan – Cambridge Health Alliance <i>Culturally-Sensitive Child Mental Health Evaluation in a “Safety Net” Hospital Setting</i> 2. Lanca, Margaret; Hough, Sigmund; & Bogdanova, Yelena – Boston University School of Medicine <i>Cultural Neuropsychology: Intersection between Race, Culture and Brain Health</i>

WORKSHOPS

9:30-11:00am	<p>Wong, Herbert – John F. Kennedy University</p> <p style="text-align: center;"><i>Reducing Ethnic/Racial Disparities in Health and Mental Health by Open System Assessment*</i></p> <p>Open System Assessment is used to reduce ethnic/racial disparities in health and mental health services access by identifying: (1) gaps in services, (2) strengths in programs, (3) opportunities for addressing needs, and (4) barriers to access. It is also used to benchmark performance on the National Standards for Culturally and Linguistically Appropriate Services (CLAS) and other related standards. Open System Assessment provides critical evidence-based information to develop strategic plans for culturally competent health and mental healthcare services and human resources programs. Case examples of Open System Assessment are provided to illustrate the assessment of stakeholders' attitudes and performance.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
9:30-11:00am	<p>Bravo, Daniela; Colón, Melissa; & Mayara Fontes – University of Massachusetts, Boston, Gastón Institute; & Cruz, Ivette; Feliciano, Yamilette; Rodríguez, Natasha; & Medina, Marilú – Puerto Rican Cultural Center</p> <p style="text-align: center;"><i>Por Ahí Dicen: Transcending Power Relationships through Culturally Responsive Practices in a Public Health Research Project</i></p> <p>In this interactive workshop, members of the Por Ahí Dicen (PAD) team will share their experiences of implementing an NIH funded community-based participatory action research (CB-PAR) project. PAD is a study of the Gastón Institute-UMass Boston, the Puerto Rican Cultural Center of Springfield, MA and the Quantitative Health Sciences Department at UMass Medical School, whose primary aim is to develop, implement, and evaluate a theory-based, culturally responsive Spanish language media campaign targeted at Puerto Rican mother-child communication about sexuality and sexual health promotion. In employing CB-PAR, PAD has focused on bidirectional learning and the co-production of knowledge on both research and community literacies through the Freirean approach of learning by doing. This workshop will highlight key components of this process and illustrates that learning by doing can break down barriers of traditional power structures and lead to more culturally appropriate practices.</p>

<p>9:30-11:00am</p>	<p>Martin-Jearld, Anna; Gentlewarrior, Sabrina; & Lee Jonghyn – Bridgewater State University</p> <p><i>Testimonies: Lived Experiences of Racial Oppression</i></p> <p>Racism is potent, harmful, and deepens inequality. For generations it sustains ties with other forms of oppression, creating stress and trauma, interfering with optimal growth of people of color. This workshop shares and examines every day experiences of racial oppression/discrimination. Research participants include ethnically diverse populations of color, namely, American Indians/Native Americans, and people from the African, Latina/os, and Asian Diaspora. Framed within a Critical Race Theory paradigm, voices and narratives of those who suffer are heard. Injustices are named; stories of marginalization, domination, disempowerment, and violence are uncovered. The status quo is challenged in order to eliminate the consequences of racism and human suffering. This workshop is interactive; participants will be engaged through discussion, role play, and teaching exercises.</p>
---------------------	---

11:00am-11:10am BREAK

11:10am-11:15am Welcoming Remarks

<p>INVITED PANEL</p>	
<p>11:15am-12:45pm</p>	<p style="text-align: center;"> Mary Walsh, Ph.D. – Boston College Nadia Ward, Ph.D. – Yale School of Medicine </p> <p style="text-align: center;"><i>Mental Health Perspectives in Urban Education*</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

POSTER SESSION I LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Arauz, Jose; & Hamdoun, Yasmineen – Suffolk University

Empowerment through Involvement: Exploring the Role of Nonprofit Governance among Marginalized Individuals

Bell, Tyronn - University of Indianapolis

Cultural Mistrust as a Barrier to Mental Health for African Americans

Benson, Jessica – Rutgers University

White-Americans Explicit Attitudes toward Korean-Americans: A National Study

Charmaraman, Linda; & Chan, Bernice. – Wellesley College

Televised Images and Social Networking: Asian American Media Habits and Attitudes

Crespo, Baron; & Randolph, Natalie – Carlos Albizu University

Linking Trauma and Culture with Hispanic Combat Veterans

Hasnain, Rooshey – University of Illinois at Chicago

Teaming Up to Tackle Taboos: Engaging the Asian-American Community in an Exploration of Mental Health Issues through Creative Research Methodologies and Partnerships

Heyward, Devin; & Buckley, Tamara – The Graduate Center - CUNY

Perceptions of HIV Risk among College-going Women: The Interplay between Ethnic Identity and Relationship Status

Kivisalu, Trisha; Phillips, Colleen; King, Chelsi; & O'Toole, Siobhan – Alliant International University

Reliability Generalization of the Multidimensional Scale of Perceived Social Support (MSPSS)

Landers, Amber – Purdue University

Parent-Teacher Communication as a Moderator of Acculturative Stressors and Well-being among Ethnic Minority Elementary School Students

Marques, Denise – University of Miami

Changes in Multicultural Self-Efficacy and Multicultural Competence in Response to Multicultural Training

Martinez, Claribel Candelario – Long Island University

Stereotype Threat and Contingencies of Self-Worth: The Role of God's Love

Mendoza, Carina - University of California, San Francisco

An Empirical Analysis of Health Beliefs and Practices among Mexican-Americans and Non-Hispanic Whites

Ruise, Brandis – University of Rhode Island

Ethnic Differences in Male Body Image Perceptions: A Comparison of African-American and Caucasian American Men

Sulaiman, Crystalia - DePaul University

Moderators between Social Problems and Depression in Children of Immigrant Parents

Teran, Vincenzo - Cambridge Health Alliance/Harvard Medical School

Yo Hablo Español: The Professional Experience of Bilingual Latino Clinicians and Burnout

2:00pm-3:30pm

*Concurrent Session II***INDIVIDUAL PRESENTATIONS**

Unequal Ground: The Impact of Racism and Discrimination on Mental Health	
2:00-3:30pm	1A. Bardi, C. Albert ; & Macon, Brittany - Sewanee, The University of the South <i>African American Conceptions of Assertiveness: Results from a Qualitative Study</i>
	1B. Cheng, Alice ; O'Brien, Janine ; Budgazad, Marc ; & Brady, Keelin - University of Hartford <i>Diagnostic Biases in Ethnic Minority Mental Health : Stereotypes effecting Asian and Latino Americans</i>
	1C. Norman, Danielle - Nova Southeastern University <i>Hope and Resilience for "At-Risk" African American Youth: Reframing R.I.S.K.</i>

The Cultural Context of Youth Development	
2:00-3:30pm	2A. Katsiaticas, Delal - University of California, Los Angeles <i>Reconciling Divergent Paths: Emerging into Adulthood for Immigrant Origin Youth</i>
	2B. Liu, Cindy - Harvard Medical School ; & Li, Huijun - Florida A&M University <i>Is it Teenage Moodiness or a Real Mental Health Problem ? Parental Recognition of Mental Illness in Chinese Americans</i>
	2C. Blattner, Meghan ; & Lloyd, Colleen – Boston College <i>Socio-Emotional and Behavioral Needs of Youth Enrolled in Afterschool</i>

Alternative Frameworks for Considering Health Disparities	
2:00-3:30pm	<p>3A. Arntz, Diana – Suffolk University</p> <p style="text-align: center;"><i>Intersectionality as an Alternative Paradigm for Addressing Health Disparities</i></p>
	<p>3B. Coutinho, Maria – Brown University</p> <p style="text-align: center;"><i>Conceptualizing the Role of Racial Identity in Pediatric Asthma Disparities Research</i></p>
	<p>3C. Haile, Barbara – Florida A&M University</p> <p style="text-align: center;"><i>African American Women and HIV/AIDS : Impact of Race, Gender, and Economics</i></p>

International Perspectives on Health and Mental Health	
2:00-3:30pm	<p>4A. Adams, C. Jama – John Jay College</p> <p style="text-align: center;"><i>Psychodynamic Perspectives on Africana Migrants in China</i></p>
	<p>4B. Li, Chieh - Northeastern University; & Li, Huijun - Florida A&M University</p> <p style="text-align: center;"><i>Intercultural Stressors in Chinese Immigrant Students' Life and Culturally Responsive Strategies</i></p>
	<p>4C. McFarlane, Tracy – University of the West Indies</p> <p style="text-align: center;"><i>Paths Toward a Clearing: Critical Participatory Action Research (CPAR) in the Study of Heritage-Related Identity in Jamaica</i></p>

STRUCTURED DISCUSSIONS

Race, Trauma, and Policy	
2:00-3:30pm	<p>1. Reinbergs, Erik – University of Massachusetts, Amherst</p> <p style="text-align: center;"><i>Trauma and Education Reform: A Discussion on Mental Health Risk Factors</i></p> <p>2. Ashton, Paul – Justice Policy Institute</p> <p style="text-align: center;"><i>Toward Solutions: Understanding Mental Health Disparities in Justice System Involvement</i></p>

Training within the Context of Culture	
2:00-3:30pm	<p>1. Okun, Lia - New School for Social Research; Hashimoto, Naoko - Fordham University; Erazo, Orbelina - Wheelock College; & Hodge, Alicia Little - University of Hartford</p> <p style="text-align: center;"><i>Is this Helping or Hurting Me? Minority Students' Reactions to Multicultural Courses</i></p> <p>2. Krieger, Leah; & Miller, Joshua - Smith College</p> <p style="text-align: center;"><i>Psychosocial Capacity Building Post Civil War in Northern Uganda</i></p>

Uncovering and Confronting Oppression	
2:00-3:30pm	<p>1. Freitas, Jillian; Sharifan, Tara; Duran, Roxanne; & Andrews, Jessica – Pacific University</p> <p style="text-align: center;"><i>Impacts of Racial Humor on Overall Well-Being: Interpersonal and Media Representations</i></p> <p>2. Shah, Sheetal; & Nnadozie, Nneka - Alliant International University</p> <p style="text-align: center;"><i>Giving Voice to Internalized Oppression: A Structured Dialogue</i></p>

WORKSHOPS

2:00-3:30pm	<p>Hunt, Portia; Williams, Marquita – Temple University; & Ackerman, Patricia - Chalkdust Education Foundation</p> <p style="text-align: center;"><i>The Black Lemonade Project: A Culturally-Relevant Empowerment Program for Parents of African American Children*</i></p> <p>This workshop is part of the BLACK LEMONADE PROJECT which was developed to provide a grassroots platform for parents of African American children to discuss the issues they face in raising healthy children. This project has four components: 1. the Empowerment Curriculum, a culturally specific manual for parent education; 2. two P.A.R.E.N.T Conferences, where parents dialogue about the issues they face in raising elementary school-age children; 3. the research study to determine if parents are able to reduce their stress levels, exhibit effective parenting skills, and build on cultural resources for keeping children engaged; and 4. strengthen parent-child relationships (Tough, 2012). We will briefly discuss new research findings on the role of Adverse Childhood Experiences (ACE) on African American children's immune systems, stress reactions to prolonged violence, and early parental attachment (Nadine Burke-Harris, 2011), as one rationale for developing parent-centered empowerment programs. This current study is designed to explore the behaviors, cultural beliefs, stress and family life of African American parents and demonstrate how the program works with participants.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
2:00-3:30pm	<p>Pena-Esparza, Yajaira; Espinosa, Patricia Rodriguez; Benson, Jennifer; Verney, Steven; & Venner, Kamilla - University of New Mexico</p> <p style="text-align: center;"><i>Development of a Diversity Supervision and Consultation Clinic in Graduate Training</i></p> <p>As our nation's demographics change, it is important to ensure clinical and counseling graduate students receive ongoing training and experience with diverse populations. However, several challenges impact the extent to which students can be trained effectively. These challenges suggest that there is a need for clinics specialized in addressing diversity issues. The UNM Diversity clinic is committed to providing culturally informed clinical services to diverse clientele, direct supervision for students, consultation for students, assessment consultations, resources, and translation services. Additionally, the clinic serves as a forum for open discussion of diversity related issues in clinical treatment and seeks to improve treatment effectiveness. The workshop will discuss the process of developing a clinic as well as challenges faced during the process.</p>

<p>2:00-3:30pm</p>	<p>Howard, Heather - Women & Infants' Hospital</p> <p><i>Pregnancy and Opioids: What Makes Change Possible Using a Critical Race Feminist Lens?</i></p> <p>Though the United States FDA has not approved its use in pregnancy, medical recommendations for pregnant women call for methadone maintenance treatment (MMT). It appears that reevaluation of this standard of care has not occurred despite this phenomenological shift from heroin dependence to the misuse of prescription pain relievers. Perhaps due to concerns for the developing fetus another treatment option, medical detoxification, has not been researched with this new population (Sander & Hays, 2005). There may be class and race issues that impact decisions for care and thus positive maternal and fetal outcomes. Based on a recent nationally representative sample, by 2009 77.6% of charges for neonatal abstinence syndrome (NAS) were attributed to state Medicaid programs (Patrick, et, al, 2012). In response to changing profiles within the opioid-dependent populations, it is significant to consider personalized treatment programs and research with non-heroin users. This paper uses a critical race feminist analysis of pregnancy and prescription pain reliever misuse to examine the possible factors that influence treatment decisions and choice. There are major gaps in the literature that hinder our understanding of the effects of methadone detoxification and alternative treatments for pregnant women dependent on pain relievers. It is the goal of this researcher to look at this issue with a critical race feminist framework.</p>
--------------------	---

3:30pm-3:45pm

BREAK

<p>INVITED PANEL</p>	
<p>3:45pm-5:15pm</p>	<p style="text-align: center;"> Marcia Liu, Ph.D. – Columbia University L. Kevin Chapman, Ph.D. – University of Louisville </p> <p style="text-align: center;"><i>Mental Health from Two Cultural Perspectives*</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

DIVERSITY CHALLENGE 2013: SATURDAY SCHEDULE

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

INDIVIDUAL PRESENTATIONS

Multi-Culturally Sensitive Therapy: The Role of the Therapist	
9:30-11:00am	<p>1A. Ng, Nancy; Prout, Jeff; Thomas, Brad; & Chang, Doris F - New School for Social Research</p> <p style="text-align: center;"><i>Understanding Therapist Self-Disclosure in Cross-Racial Therapy: A Mixed-Methods Design</i></p>
	<p>1B. Waters, Sara - New School for Social Research</p> <p style="text-align: center;"><i>Negotiating Cultural Identities in the Therapeutic Relationship: A Qualitative Analysis</i></p>
	<p>1C. Mahdavi, Amir; & Nazaizadeh, Parinaz - California School of Professional Psychology</p> <p style="text-align: center;"><i>Training Bi & Multilingual Therapists to Serve a Linguistically Diverse Society</i></p>

Understanding and Addressing the Relationship between Culture and Health	
9:30-11:00am	<p>2A. Flores, David - University of Texas Medical School</p> <p style="text-align: center;"><i>The Impact of Culture and Substance Use on Elder Mistreatment</i></p>
	<p>2B. Griffin, Eugena - Brooklyn College, CUNY</p> <p style="text-align: center;"><i>Community Health Resource to Reduce Poverty and Maladaptive Mental and Physical Health Outcomes</i></p>
	<p>2C. Garcia, Jadig; Arauz, Jose; & Harkins, Debra Ann – Suffolk University</p> <p style="text-align: center;"><i>Problems with Identifying and Treating Latino Mental Health Distress</i></p>

African American Women’s Health: Research and Treatment	
9:30-11:00am	<p>3A. Russaw, Alana - Alliant International University</p> <p style="text-align: center;"><i>Message Framing Utilization in Hypertension Research with African American Women</i></p>
	<p>3B. Versey, Shellae – Rutgers University; & Sabik, Natalie – Brandeis University</p> <p style="text-align: center;"><i>Do Body Perceptions Buffer Against Negative Emotional and Health Outcomes for Older African American Women?</i></p>
	<p>3C. McKnight, Jacqueline - NYC Administration for Children's Services</p> <p style="text-align: center;"><i>African American Women: Factors that Impact on Addiction Severity and Treatment Participation</i></p>

Integrating Race and Culture into Research, Training, and Intervention	
9:30-11:00am	<p>4A. Mena, Jasmine; & Cook, Nathan – University of Rhode Island</p> <p style="text-align: center;"><i>Is All Research Multicultural? Training Graduate Students to Conduct Multiculturally Competent Research</i></p>
	<p>4B. Carter, Robert T. – Columbia University; & Pieterse, Alex – Monash University</p> <p style="text-align: center;"><i>A Review and Critique of the Current Status of Race-Related Scholarship in Counseling Psychology</i></p>
	<p>4C. Wong, Herbert - John F. Kennedy University</p> <p style="text-align: center;"><i>Outcomes of Violence Prevention Training to Diverse Inmate Parents with Young Children</i></p>

STRUCTURED DISCUSSION

Intersections of Race and Culture and Mental Health	
9:30-11:00am	<p>1. Khshaiboon, Salma; & Cooper, Marty Aaron – Seton Hall University</p> <p style="text-align: center;"><i>Race, Culture, and Mental Health among Christian Arab Americans</i></p> <p>2. Mack, Carl; Yeagley, Christina; & Thayer, Desmond - Alliant International University</p> <p style="text-align: center;"><i>Identifying the Key Elements that Define the Intersection of Race and Health/Mental Health Systems</i></p>

SYMPOSIA

9:30-11:00am	<p>Shapiro, Ester; Mohammad, Esror Tamim; Alcantara, Darcy; Ordonez, Hercilia Corona; & Benitez, Laura – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>Promoting Educational Success and Wellness of Diverse College Students: Using Participatory Action Research to Mobilize Culturally Meaningful Resources for Resilience</i></p> <p>Urban, ethnic minority, first generation college graduates, immigrant, and working class commuter students often reject traditional mental health services, finding they do not contextualize experiences of societal and educational discrimination, and preferring to focus on educational goals. Yet many of these students lack knowledge of higher education settings, their rights as students, and the resources that can support their educational success. This presentation reports on evolution of a student-centered campus-wide Participatory Action Research and implementation process involving both broad “universal design” principles and culturally specific strategies bridging university peer and Community Health Worker models using a public health and health promotion approach to educational success and wellness.</p>
9:30-11:00am	<p>Khan, Shamilia - Boston University School of Medicine; Richardson, Hannah; Smith, Michaela; Thekkedam, Sucheta – Boston Medical Center; & Teran, Vincenzo - Cambridge Health Alliance/Harvard Medical School</p> <p style="text-align: center;"><i>Individual and Contextual Operations of Racial/Cultural Identity: An Illustration through Case Studies</i></p> <p>The panel will discuss four case studies, each employing a different or overlapping lens of multicultural evidence-based theories of race and culture in regards to how they influenced the mental health of their respective cases. It will entail a demonstration of studying/teaching and treating/intervening using constructs of race and culture in professional practice, education, and mental health. It entails case examples of conducting and implementing culturally competent interventions in clinical, institutional, and educational environments. Each panelist focuses on the notion of cultural identity as it operates and intersects with other aspects of identity (Racial/Gender/Linguistic) and/or as it intersects within varying contextual (mental health and educational) settings. These case studies aim to increase awareness and cultural sensitivity in clinical work (treatment/interventions) and educational/institutional settings, with multiracial individuals.</p>

WORKSHOPS

9:30-11: 00am	<p>St. Louis, Gemima - Boston University School of Medicine; Pierre-Victor, Marie Andree - Codman Square Health Center; Prosper, Vanessa - Children's Hospital Boston; & Lacet, Castagna – Wheelock College</p> <p style="text-align: center;"><i>Haitian Immigrants in the US: How Cultural Belief Systems, Values, and Practices Influence Help-Seeking Behaviors*</i></p> <p>Haitian immigrants have been settling in the U.S. since the 1950s, yet have remained relatively invisible to mainstream society. Massachusetts, which has the third largest Haitian community in the U.S., has an estimated 75,000-100,000 Haitian residents, making Haitians the second largest immigrant group in Boston. Following the devastating earthquake in Haiti on January 12, 2010, there has been a heightened interest in understanding the impact of trauma on Haitians. This workshop will provide an overview of the migration history of Haitians, address key factors that may affect their help-seeking behaviors, describe two local initiatives that are providing culturally-oriented mental health services to Haitian children and families, and offer practical guidelines and recommendations on how to engage and retain Haitian clients in care.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
9:30-11: 00am	<p>Ni, Mary; & Johnson, Carl – Salem State University</p> <p>Emotional Literacy: An Essential Component in Dealing Effectively with Difficult Race Relations</p> <p>Re-evaluation Counseling (RC) theory is a simple, yet powerful, paradigm to use when dealing with emotionally-laden situations. Additionally combined with mindfulness strategies, RC practice allows us to be more effective in our interpersonal relationships. The facilitators of this workshop have worked together for over 30 years as reflective practitioners of RC theory. They have found that teaching emotional literacy as a part of a multicultural and/or leadership curriculum enhances the learning in both areas. The ability to understand and cooperate with one another, particularly around difficult emotional situations such as race relations, can only positively affect the quality of our lives and work.</p>

<p>9:30-11:00am</p>	<p>Arjunan, Aparna; & Ray, Jamila – Suffolk University</p> <p><i>Working with Ethnic Minority Populations Facing Discrimination: From a Clinical Trainee’s Perspective</i></p> <p>This student-led workshop will explore the limitations in addressing the mental health of ethnic minorities through traditional models of training, which may not account for the sociopolitical forces aggravating issues of mental health. Racial and religious discrimination, particularly for African and Muslim Americans, are two such examples that can have several ramifications on individuals’ psychological well-being, access to, and utilization of care. The workshop is intended to present research surrounding these factors and demonstrate the importance of understanding social influences on psychological functioning. Additionally, we hope to reflect on students’ own biases and create a dialogue that can highlight the most crucial issues to keep in mind when entering a therapeutic setting with a client from these ethnic backgrounds.</p>
---------------------	--

<p>9:30-11:00am</p>	<p>Rashad, Kameelah Mu’Min - University of Pennsylvania</p> <p><i>My Soul’s Burden: Addressing Mental Health Challenges in African American Muslim Communities</i></p> <p>African Americans are the single largest racial group in the Muslim American community. Stressors stemming from racial and religious discrimination, historical trauma, and identity are present. Unfortunately, most research focuses on Arab Americans experiences as a result of post-9/11 backlash and the rise of “Islamophobia”. Despite evidenced need for culturally competent mental health services, there is a dearth of research and services that address the unique concerns of African American Muslims. The goals of this workshop are to highlight factors that contribute to the development and exacerbation of mental health challenges in the African American Muslim community; explore barriers to seeking professional help; offer effective faith based strategies to promote awareness and reduce disparities; and lastly explore notions of intersectionality and religio-racial narratives that act as buffers against mental health stressors.</p>
---------------------	---

11:00am-11:10am BREAK

11:10am-11:15am Remarks

INVITED PANEL	
11:15am-12:45pm	<p>Estaban Cardemil, Ph.D. – Clark University Melba Vasquez, Ph.D. – ABPP – Independent Practice</p> <p><i>Multicultural Competency and the Relevance of Cultural Context in Mental Health*</i></p> <p>*CEs offered (1.5)</p>

POSTER SESSION II LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Andersen, Peggy; & Nwankwo, Nnenna – Pacific University

Adapting Trauma Focused-Cognitive Behavioral Therapy for Childhood Trauma in Native American Youth.

Baret, Griselle - Hunts Point Alliance for Children; Vargas, Angela; & Park-Taylor, Jennie - Fordham University

Engaging Urban Elementary School Boys in their Schooling through Song

Benson, Jessica – Rutgers University

The Persistence of Asian American Masculinity Stereotypes: Comparing Newspaper Stereotypes between Jeremy Lin and Tim Tebow

Devdas, Lavanya - Lehigh University

Cultural Values Conflict among South Asian Men in the United States

Ezeofor, Ijeoma – University of Maryland College Park

Social Cognitive Predictors of Academic Satisfaction among African Students in U.S. Universities

Henderson, Joshua; Park-Taylor, Jennie; DeJesus, Rafael; Sorenson, Sarah; & Wallace, Megan - Fordham University

Examining the Influence of Stereotype Threat on Urban Minority Middle School Students' Expected Career Selves

Jain, Nikhil; & Curtis-Boles, Harriet – Alliant International University

Unique Perspectives: Influences of Race in Advertising on Self-Esteem of Indian-American Males

Keum, Tae Hyuk – Columbia University

Body Image Issues in Asian Men: Western Media, Cultural Influences, and Muscularity

Kramer, Tessa – MA School of Professional Psychology

The Relationship between Acculturation, Acculturative Stress, and Body Dissatisfaction among Adult Latina Immigrants

Lantz, Melanie; & Kumar, Snehal – University at Albany, SUNY

Reducing Prejudicial Attitudes through Privilege Awareness and Reduction of Social Dominance Orientation

Lombardi, Anthony; Rautman, Lindsay; & Anderson, Morgan – Pacific University

Intersections of Culture and Sexual Orientation Identity Development: Integration and Mental Health

Mejia, Ivonne Milagros - Loyola University Maryland

Racial Microaggressions and the Latino/a American Experience

Newton, Kelsy; Duran, Roxanne; & Davies, William – Pacific University

Adapting Evidence Based Treatment to Address Cultural Factors That Maintain and Exacerbate Post-Traumatic Stress Disorder in Refugee Populations

Nnadozie, Nneka; Givings, Marisa; & Abrahamson, Twylia - Alliant International University

Evaluating the Physiological and Psychological Needs of Prostitutes and Assessing the Cultural Disparities

Wesley, Kiara – Rutgers University

Exploratory Factor Analysis of the Stereotype Scale Scores

2:00pm-3:30pm

*Concurrent Session IV***INDIVIDUAL PRESENTATIONS**

Cultural Barriers to Service Utilization	
2:00-3:30pm	1A. Lee, Jane - University of Auckland <i>Why do First-Generation Koreans in Auckland Travel to their Homeland for Serious Medical Operations ? : A Qualitative Analysis of Health and Migration</i>
	1B. Chacon, Mayra - Chicago School of Professional Psychology <i>Promoting the Utilization of Mental Health Services among Latino/a Youth: "We Hear You, Te Escuchamos."</i>
	1C. Jacob, Michelle - Heritage University & University of San Diego; & Poole, Mary Jo - CSU San Marcos; & Jim, Haver - Heritage University <i>What Helps American Indians Succeed in Health Interventions?</i>

Considering Race and Culture in Diagnosis and Assessment	
2:00-3:30pm	2A. Graziano, Matthew - New York University <i>Korean American Women and Meaning Making During and Post College</i>
	2B. Gallios, Jacqueline - Long Island University <i>Psychological Evaluations with Hispanic Examinees: Ethical Considerations of Frequently Used Assessment Batteries</i>
	2C. Kimball, Micaela - Boston College <i>A Critical Race, Feminist Take on ADD</i>

Multi-Cultural Issues in Training	
2:00-3:30pm	<p>3A. Pieterse, Alex – Monash University; Gale, Michael; & Cusick, Megan - University at Albany - SUNY</p> <p style="text-align: center;"><i>Considering Anti-Racism Instruction with Counseling and Psychology Training: A Review and Critique of Course Content</i></p>
	<p>3B. Baghdadi, Nadiah - Northeastern University</p> <p style="text-align: center;"><i>Cultural Competency of Nursing Faculty Teaching in Baccalaureate Nursing Programs in the US</i></p>
	<p>3C. Jackson, Gerald - The Center for the Advancement of Diunital Thinking</p> <p style="text-align: center;"><i>Resolving Schisms between the Intersection of Race, Culture, and Mental Health through an Africana Helping Conception of Mental Health</i></p>

Race, Gender and Academic Achievement	
2:00-3:30pm	<p>4A. Peguero, Anthony - Virginia Tech</p> <p style="text-align: center;"><i>Academic Self-Efficacy and Dropping Out: The Significance of the Intersection of Gender, Race, and Ethnicity</i></p>
	<p>4B. Young, Gabriel - AERO Institute, NASA</p> <p style="text-align: center;"><i>Latinos and Educational Achievement: How Psychological Interventions can Help Close the Gap</i></p>
	<p>4C. Weber, Kathryn - Columbia University</p> <p style="text-align: center;"><i>Artificial Commonality: The Consequences of Laws Regarding Disabilities</i></p>

STRUCTURED DISCUSSIONS

The Impact of Race and Gender on the Health and Well-Being of Black Individuals	
2:00-3:30 pm	<p>1. Powell, Shantell; & Almonte, Julien - University at Albany-SUNY</p> <p style="text-align: center;"><i>Killing me Softly: The Psychological Aspect of Eating for Black Women</i></p>
	<p>2. Ford, Demetrius – Michigan School of Professional Psychology</p> <p style="text-align: center;"><i>Social Labeling, the DSM 5 and the Black Diagnostic Manual 5 (BDM 5)</i></p>

Culture, Society and Mental Health	
2:00-3:30pm	<p>1. Otto, Allison; & McGroarty, Susan – Chestnut Hill College</p> <p style="text-align: center;"><i>Analyze This: Diversity and Ethical Behavior of Clinicians as Portrayed in Film</i></p>
	<p>2. Warley, Raquel; Daniels, Joseph; & Torres, Jose Yair - California State University, Los Angeles</p> <p style="text-align: center;"><i>Masculinity and Violence: The Intersection of Race, Sex, and Socioeconomic Status</i></p>

SYMPOSIUM

2:00-3:30pm	<p>Shah, Sheetal; Smedley, Angelica; Almarez, Alexis; Russaw, Alana; Nguyen, Paul; & Givings, Marisa - Alliant International University</p> <p style="text-align: center;"><i>Internalized Oppression: Understanding the Impact and Challenging the Notion</i></p> <p>Internalized oppression is the concept of self-blame or negative evaluations of one’s own culture (Speight, 2007; Bailey et al, 2011). This negative evaluation is often cumulative and can span generations, time, and settings (Speight, 2007). The negative impact of internalized oppression can be seen across all marginalized identities and has lasting, deep impacts. As such, the presenters of this symposium believe that internalized oppression needs to be recognized and challenged to improve sense of self for individuals within all marginalized groups. Presenters in this symposium will examine internalized oppression through personal stories, self- reflections, and research. Furthermore, each presenter will offer effective implemented strategies on ways they challenged their own internalized oppression, considering positive attributes, strengths, and social justice values.</p>
-------------	---

WORKSHOPS

2:00-3:30pm	<p>Green, Brandeis; Bruce, Lucile – Yale University; & Spruill, Serena - Just Moves</p> <p style="text-align: center;"><i>Just Moves: A Work-in Progress at Connecticut Mental Health Center and in the New Haven, CT Community*</i></p> <p>JUST MOVES, an interracial collective born at Connecticut Mental Health Center (CMHC), uses a creative, embodied, process-based approach in its long-term work to help undo racism and build stronger community and individual mental health, both at the Center and within its local community in New Haven, Connecticut. Just Moves has been informed by its work with Urban Bush Women, a professional dance company based in Brooklyn, New York, and the People’s Institute for Survival and Beyond, a group of anti-racist educators and organizers based in Mississippi. This workshop will offer an inside view into the unique and ongoing process Just Moves has used to build its collective and advance its goals.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
2:00-3:30pm	<p>Mason, Sir Aaron - University of Wisconsin-Stout</p> <p style="text-align: center;"><i>Reconciling Historical Trauma with Students of Color</i></p> <p>This workshop introduces participants to multicultural student development through a historical trauma lens. Sir Aaron Mason will present on the topic of historical trauma and its effects on students of color. Participants will be guided through experiential and mindfulness exercises to deepen their understanding of historical trauma and gain insight into how to work with students of Color around issues of discrimination and hate. Participants will also be introduced to Strengthening our Community, an integrative self-growth group program that promotes the psychological wellbeing of students of Color by drawing from prominent student development, cultural development and mental health theories.</p>

<p>2:00-3:30pm</p>	<p>Mock, Matthew - John F. Kennedy University</p> <p><i>The Promise of Transformation: Integrating Cultural Health Practices into Mental Health Care</i></p> <p>In this didactic and interactive workshop, the presenter will share in-depth knowledge and experiences in preparing all future mental health professionals in the context of integrated healthcare. The presenter and colleagues collectively have unique expertise including their own cultural diversity, experiences in accessing services, administrating public mental health programs, engaging in innovative thinking, and educating, supervising and training future psychologists. Several exciting innovations are taking place including: a) honoring the perspectives of cultural and linguistic communities in their own treatment; b) incorporating culturally defined practices into health and mental health care; c) forging ongoing collaborative relationships with cultural communities; d) transforming practitioner and system services to integrate cultural into all aspects of practice from initial engagement to improved outcomes. We will bring some of the most up-to-date systems transformations from the California context given the mandates of the Mental Health Services Act (to transform the public mental health system with taxpayer support), the commitment of CAPIC (California Psychological Internship Council), and CIMH, the training and technical assistance arm for the entire State. One of the presenters who was the original project lead for “Voices: Cultural Perspectives on Mental Health” will present clips from diverse ethnic communities to facilitate rich audience participation. The presenters will facilitate dynamic learning through didactic presentation, videotaped respondents and narratives of consumers.</p>
--------------------	--

3:30pm-3:45pm BREAK

<p>INVITED PANEL</p>	
<p>3:45pm-5:15pm</p>	<p>DJ Ida, Ph.D. – National Asian American Pacific Islander Mental Health Association Alex Pieterse, Ph.D. – Monash University</p> <p>Policy, Practice and Health and Mental Health*</p> <p style="text-align: right;">*CEs Offered (1.5)</p>