

CONFERENCE PROGRAM
OCTOBER 24-25, 2014
BOSTON COLLEGE

Diversity Challenge

Racial or Ethnic Discrimination Across the
Lifespan

2014

ISPRC



THE INSTITUTE FOR THE STUDY AND
PROMOTION OF RACE AND CULTURE

THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

DIVERSITY CHALLENGE 2014

TABLE OF CONTENTS

Welcome	1
Diversity Challenge Committee.....	2
About Diversity Challenge	2
Mission.....	2
Objectives	2
Biographies	3
Conference Chair	3
Featured Invited Speakers.....	4-5
General Diversity Challenge Information.....	6
Registration	6
Nametags and Portfolios	6
Continuing Education Credits.....	6
Key Conference Areas	6
Elevator Access.....	6
Continental Breakfast.....	6
Book Sale	7
Complimentary Calligraphy.....	7
Volunteer Acknowledgement	7
Diversity Challenge Program Outline.....	8-9
Diversity Challenge Schedule	
Friday, October 24, 2014	10-20
Friday Poster Luncheon	15
Saturday, October 25, 2014	21-36
Saturday Poster Luncheon	29
Closing Reception and Celebration	37-38
Emergency Information	38
Diversity Challenge 2015: Race, Culture, and Social Justice	38
Contact Information	38
Presenter Index.....	39-46

Dear Diversity Challengers:

We welcome you to the 14th Annual Diversity Challenge, a national and international conference sponsored by the Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College. Diversity Challenge is a forum where scholars, practitioners, educators, community activists, policy makers, and anyone interested in meeting the challenges of making race and culture positive aspects of society convene to share life experiences, professional practice, and scholarship. The theme of this year's Diversity Challenge is "Race or Ethnic Discrimination Across the Lifespan."

Our country's legacies of racial segregation, internment, and anti-immigration laws are the foundations for a society that views People of Color and immigrants as inferior to their White American counterparts across the lifespan and in a variety of settings. This history of disadvantage for some and advantage for others plays a role in the racial and ethnic cultural disparities in mental and physical health, as well as in the availability of educational and occupational opportunities unrestricted by prejudice and discrimination.

Consistent exposure to racism and ethnoviolence may be associated with various negative mental and physical health consequences, such as depression and cardiovascular disease, for People of Color, but may also result in unrecognized negative health and mental health consequences for White people, such as color evasion and stranger derangement. Also, the racial and ethnic disparities in education and employment attributable to systemic inequities as well as interpersonal discrimination may have life-long effects depending on the person's status in society's racial and ethnic hierarchies. In exploring the potentially negative effects of racial and ethnic discrimination across the lifespan, no setting and no racial-ethnic and/or age group should be ignored, but creative approaches are needed to move beyond addressing the same old questions in the same old ways.

This year's Diversity Challenge, "Racial or Ethnic Discrimination Across the Lifespan," focuses on the complexities of discrimination due to race, ethnicity, and/or immigrant status. Our goal is to encourage integration of related research, policy, and practice in health, mental health, and education. We appreciate your joining us on this journey.



Janet E. Helms, Diversity Challenge Chair

Diversity Challenge Planning Committee

Diversity Challenge Committee:

Kim Ashby
Dericka Canada
Dana Collins
Christina Marie Douyon

Kathleen Flaherty
Susan Ginivisian
Alesha Harris
Stephanie Paulk

Natasha Torkelson
Qingyi Yu
Eva Wilson

About Diversity Challenge

MISSION

The Institute was founded in 2000 at Boston College by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally. The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through the Diversity Challenge conference. The theme of Diversity Challenge 2014 is: Racial or Ethnic Discrimination Across the Lifespan.

OBJECTIVES FOR THIS YEAR'S CHALLENGE

- To illustrate the importance of acknowledging the influence of racial and ethnic discrimination across the lifespan
- To share efforts to increase advocacy research, practice and policies that promote awareness of and address racial and ethnic discrimination
- To investigate the effects of racial and ethnic discrimination at the individual, community, and institutional level
- To foster interdisciplinary collaboration among professionals through educational programs, community networks, and clinical practices in order to better serve diverse communities

Note: Attendance for certain programs may be limited.

DISCLAIMER: Please note that the views of presenters at Diversity Challenge do not necessarily reflect those of the Institute for the Study and Promotion of Race and Culture.

Biographies

CONFERENCE CHAIR:

Janet E. Helms, Ph.D., *Boston College, Augustus Long Professor of Counseling Psychology*; Founding Director of the Institute for the Study and Promotion of Race and Culture, Boston College; and Past President and Fellow of Division 17 (Counseling Psychology), and Division 45 (Ethnic Diversity) of the American Psychological Association (APA). In addition, she is a member of the Association of Black Psychologists. She is the recipient of the 2002 Leona Tyler Award, the 2007 Association of Black Psychologists' Distinguished Psychologist Award, the 2008 American Psychological Association's Award for Distinguished Contributions to Research in Public Policy, the Distinguished Elder Award at the 2009 National Multicultural Conference and Summit, and the 2012 Elizabeth Hurlock Beckman Award. Dr. Helms has served on the editorial boards of *Psychological Assessment* and the *Journal of Counseling Psychology* and is on the Counsel of Research Elders of the *Journal of Cultural Diversity and Ethnic Minority Psychology*. She has written over sixty empirical and theoretical articles and four books on the topics of racial identity and cultural influences on assessment and counseling practice. Her books include *A Race Is a Nice Thing to Have* (Microtraining Associates) and *Using Race and Culture in Counseling and Psychotherapy: Theory and Process* with Donelda Cook (MA: Allyn & Bacon).



FEATURED INVITED SPEAKERS:

Hector Adames, Psy.D., *Chicago School of Professional Psychology, Assistant Professor of Clinical Psychology.* Dr. Adames' areas of research include healthy and diseased memory, implicit cognition/bias, Latino/a psychology, & multiculturalism. Specialty areas of clinical practice include both psychotherapy and neuropsychological assessment, focusing on adults with cognitive disorders of aging, learning disorders, attention deficits and hyperactivity, anxiety and mood disorders, and those adjusting to neurologic injury or diagnosis such as tumor, traumatic brain injury or multiple sclerosis.

Donna Bivens, *Project Director of the Boston Busing/Desegregation Project at the Union of Minority Neighborhoods.* Ms. Bivens has worked with organizations around the country on issues of race and racism and working across difference. Her racial equity work focuses on systemic racism, class, and internalized racism. Ms. Bivens' publications include "Flipping the Script: White Privilege and Community Building" (co-author), "The Possibility of Transformation: 25 Years Later," in the book *Education as Liberation* "Internalized Racism: A Definition" and "Struggling through Injury in the Work of Love" (co-author).

Nayeli Chavez-Dueñas, Ph.D., *Chicago School of Professional Psychology, Program Faculty Clinical Counseling, Licensed Clinical Psychologist.* Dr. Chavez-Dueñas earned her Ph.D. in Clinical Psychology from Southern Illinois University at Carbondale. Dr. Chavez-Dueñas has significant experience working with immigrant, Latino/a and African American communities. She has provided clinical services to individuals and families referred by the Department of Children and Family Services. Dr. Chavez-Dueñas has specific training in a wide variety of evidenced based parenting skills programs for externalizing behaviors as well as culturally congruent parenting skills modalities for Latino/a and African American parents.

Rick Gibbons, Ph.D., *University of Connecticut, Professor of Psychology.* Dr. Gibbons applies social psychology to the study of health with a particular focus on the effects of racial prejudice. His research interests also include health decision-making among adolescents and young adults (from a dual-processing perspective), long-term health effects of interpersonal stress during adolescence, and the effects of gene by environment interactions on health.

Neha Gill, M.S., *Apna Ghar, Executive Director.* During her tenure at Apna Ghar, Ms. Gill has led consultations for local and international NGOs, government officials, and staff of UN agencies on providing services to marginalized populations including survivors of gender based violence. Ms. Gill has been featured on WBEZ's worldview program and has been cited in several studies and articles on domestic violence. She is also a regular presenter and speaker at the local and national level. Ms. Gill currently serves on the board of the Chicago chapter of the United Nations Association, a program of the United Nations Foundation and the Better World Campaign. She received her Master of Science degree in International Public Service and certificates in International Development, Leadership, Public Policy and International NGO Management from DePaul University in Chicago.

Nancy Lopez, Ph.D., *University of New Mexico, Associate Professor, Director and Co-founder, Institute for the Study of Race & Social Justice, RWJF Center for Health Policy.* Dr. Lopez has also been named the Inaugural Academic Leadership Academy Faculty Fellow at the University of New Mexico Division for Equity and Inclusion. Her current work focuses on the creation of meaningful conceptualizations of race as a dynamic multi-dimensional and multi-level social construction.

Ann Moritz, Ph.D., *Moritz Advisory Group.* With over 30 years as a management consultant and newspaper editor, Dr. Moritz specializes in issues of diversity and inclusion. Ann serves on the Steering Committee of the Boston Busing/Desegregation Project as well as Commonwealth Compact at UMass/Boston. She co-designed the workshop program Building Alliances across Race for Women Leaders. While at The Boston Globe, Ann supervised the Pulitzer-Prize-winning entry on the race factor in Boston businesses. She also served as Director of the Management Training Center at the Northwestern University/Kellogg Graduate School – a center designed to further enhance the careers of aspiring professionals of color on major daily newspapers.

Helen Neville, Ph.D., *University of Illinois at Urbana-Champaign, Professor, Educational Psychology and African American Studies, Psychology and Gender and Women's Studies.* Dr. Neville's current research interests center on two interrelated areas of racial ideology: Black racial ideology: Black racial identity and color-blind racial ideology. Her work has appeared in a wide range of journals including, The Journal of Counseling Psychology, Journal of Black Studies, Journal of Black Psychology, and Cultural Diversity and Ethnic Minority Psychology.

Nina Sathasivam-Rueckert, M.S.W., *Clement J. Zablocki Veterans Affairs Medical Center, Predoctoral Psychology Intern.* Ms. Sathasivam-Rueckert received her Master's degree in Social Work from Washington University in St. Louis and is currently a doctoral candidate in Counseling Psychology at Boston College. Her research interests include attitudes towards sexual violence in South Asian immigrant populations and the influence of contextual and cultural factors on these attitudes post-migration.

Anmol Satiani, Ph.D., *DePaul University, Assistant Director for Clinical Training, Independent Practice.* Dr. Satiani oversees an advanced therapy program for practicum students who are completing doctoral degrees in the Chicago area. In addition, she has a private practice in Chicago and is a volunteer therapist at Heartland Alliance Marjorie Kovler Center, an organization that serves individuals who have survived torture.

General Diversity Challenge Information

REGISTRATION

Registration takes place in the Murray Room, Yawkey Center, from 8:15-9:00am on Friday and Saturday, October 24-25, 2014

NAMETAGS AND PORTFOLIOS

After registering, conference attendees receive a nametag and portfolio. Please wear your nametag at all times, as it serves as your registration verification and “ticket” to conference symposia, talks, and workshops. The portfolio includes program information about Diversity Challenge.

CONTINENTAL BREAKFAST

A continental breakfast is provided Friday and Saturday morning from 8:15-9:00am in the Murray Room of the Yawkey Center.

CONTINUING EDUCATION CREDITS

Continuing Education Credits (CEs) are offered for Psychologists, Licensed Mental Health Counselors (LMHCs) and Educators. **CEs offered through the Massachusetts Psychological Association may be purchased as follows: 6 CE credits for \$40 or 12 CE credits for \$80.** If you did not pay in advance with your registration, you may pay by cash or check at the Registration desk. Please refer to the program insert in your conference packet for detailed information on which sessions qualify for credits. We also provide Certificates of Participation for teachers seeking Professional Development Points (PDPs). Instructions about this process are available at the Registration/Information table in the Murray Room of the Yawkey Center.

Those seeking continuing education credits should: 1.) Sign-up for these credits at the Registration / Information table; 2.) Check the conference program handout for the CE-approved sessions; 3.) Sign in at each approved session; and, 4.) Complete the appropriate evaluation form for each approved session. **An evaluation form for attended sessions must be completed and returned to ISPRC in order to receive CE credits.** These forms should be returned to the ISPRC staff at the Information table located in the Murray Room, Yawkey Center, on Friday and Saturday. Psychologists will receive their certificates by mail.

Key Conference Areas

On both Friday and Saturday morning, the Challenge will begin in the **Murray Room**, located in the **Yawkey Center**. Most presentations will take place in **Campion, and McGuinn Halls**. Campus maps identifying these buildings are located on the back of the conference portfolio, and signs are located along the walking route to provide direction to these buildings. Volunteers and guides are available; please look for the volunteer or staff nametags, if you need assistance.

ELEVATOR ACCESS

Participants with special needs may use the elevators in the Merkert Chemistry Center or the Hillside Café Building to travel between the Murray Room and Campion and McGuinn Halls.

Presenter Publications Available*BOOK SALE*

Boston College Bookstore will be selling the books of many of the authors who are presenting at the Conference.

Friday and Saturday
October 24th and 25th
10:00am-5:00pm

Bookstore – Murray Room lobby, Yawkey Center

Complimentary Chinese Calligraphy*CUSTOM CALIGRAPHY DESIGNS*

Chinese calligraphy or "書法" in Chinese, is a form of traditional Chinese art that can be retraced to 4000 BC . It has been accomplished using various styles and techniques in history. Since Chinese paper was invented, the "Four Treasures of Study", including brush pen (筆), ink (墨), Chinese rice paper (紙) and inkstone (硯) are used as basic tools. Traditionally, Chinese calligraphy is composed as an expression of calligrapher's personal values and characteristics and as wishes of good fortunes to others as well in significant occasions.

We are delighted to once again provide complimentary Chinese calligraphy created by our very own ISPRC team member, Qingyi Yu. Please visit her Chinese Calligraphy station on Friday or Saturday morning for a chance to see some traditional Chinese culture. The first 20 people who sign up will receive traditional Chinese calligraphy with fortune wishes. You may also ask for a particular English word or names to be translated into small Chinese calligraphy work pieces as a complimentary gift.

**Volunteer Acknowledgement***VOLUNTEERS*

The Diversity Challenge Conference Committee would like to thank the many volunteers who contributed their time and effort to the conference this year.

Diversity Challenge Program Outline

FRIDAY, OCTOBER 24, 2014

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)} EFFECTS OF DISCRIMINATION ON YOUTH AND SOCIAL CHANGE ANN MORITZ, PH.D. – MORITZ ADVISORY GROUP; & DONNA BIVENS – UMN BOSTON BUSING/DESEGREGATION PROJECT NAYELI Y. CHAVEZ-DUEÑAS, PH.D. – CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY <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)} UNDERSTANDING AND ADDRESSING RACIAL DISCRIMINATION AND RACIAL INEQUALITY HECTOR Y. ADAMES, PSY.D.; & NAYELI Y. CHAVEZ-DUEÑAS, PH.D. – CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY HELEN NEVILLE, PH.D. – UNIVERSITY OF ILLINOIS AT URBANA- CHAMPAIGN <i>Murray Room, Yawkey Center</i>
<p>*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.</p>	

Diversity Challenge Program Outline

SATURDAY, OCTOBER 25, 2014

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 SPEAKER ^{*(1.5 CEs)} RACIAL DISCRIMINATION AND RACE-BASED TRAUMA ANMOL SATIANI, PH.D. – DEPAUL UNIVERSITY ; & NEHA GILL, M.S. – APNA GHAR NINA SATHASIVAM-RUECKERT, M.S.W. – BOSTON 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 SPEAKER ^{*(1.5 CEs)} RACE, CULTURE, DISCRIMINATION, AND HEALTH RICK GIBBONS, PH.D. – UNIVERSITY OF CONNECTICUT NANCY LOPEZ, PH.D. – UNIVERSITY OF NEW MEXICO <i>Murray Room, Yawkey Center</i>
5:30pm-7:00pm	CLOSING CELEBRATION AND CATERED RECEPTION Closing Remarks – JANET E. HELMS, PH.D. & GUERDA NICOLAS, PH.D. <i>Murray Room, Yawkey Center</i>
<p>*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.</p>	

DIVERSITY CHALLENGE 2014: 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

Understanding Invisibility as Part of the Black Experience	
9:30-11:00am	1A. Rislin, Jamey Leeanne – New Mexico State University <i>The Invisibility Syndrome: Understanding Black Men's Experiences with Contextual-Cultural Discontinuity</i>
	1B. Daniel, Desa – New Mexico State University <i>"If it is not a Slave Ship? What is it?" The Black College Student Experience</i>
	1C. Chuluunbaatar, Solongo – University of Illinois at Chicago <i>How an African American Accomplishes her Goal to get Higher Education</i>

Mental Health Needs of Diverse Populations	
9:30-11:00am	<p>2A. Hameed, Meliha; & Li, Chieh – Northeastern University</p> <p style="text-align: center;"><i>Addressing Discrimination against LGBT Muslim Americans: What Counselors Can Do</i></p>
	<p>2B. Kniffley, Steven - Wright State University</p> <p style="text-align: center;"><i>I am whoever I say I am: Understanding the role of racism and discrimination and the development of Black Masculinity</i></p>
	<p>2C. Wong, Kitching Rhoda - City University of New York</p> <p style="text-align: center;"><i>Women in Transnationalism : Experiences of Chinese Immigrant Women in the US</i></p>

Training Culturally Competent Practitioners	
9:30-11:00am	<p>3A. Griffin, Eugena - Brooklyn College, CUNY</p> <p style="text-align: center;"><i>Necessity of Clinicians Engaging in a Multicultural Eclectic Service Delivery</i></p>

STRUCTURED DISCUSSIONS

Increasing Awareness of Racial Inequalities in Educational and Professional Contexts	
9:30-11:00am	<p>1. Davis, Troy - Glendale College</p> <p style="text-align: center;"><i>Student Support Success Initiatives: The New Name for Discrimination?</i></p> <p>2. Alston, Winsome; & Hoffner, Alan – The College of Staten Island of the City University of New York</p> <p style="text-align: center;"><i>Racial Inequality: The Truth and Our Responsibility</i></p>

WORKSHOPS

9:30-11:00am	<p>Crespi-Hunt, Celine; & Khialani, Pooja – Massachusetts General Hospital</p> <p style="text-align: center;"><i>Disproportionate Minority Contact: Implications and Recommendations for Court-Involved Youth</i></p> <p>Disproportionate minority contact (DMC) refers to the disparate number of minority youth who become involved with the juvenile justice system in the United States. From the perspective of the juvenile court clinic, the presenters will describe entry points into the juvenile justice system and recommendations for reducing ongoing legal involvement for minority youth. Case presentations and small group discussion of case vignettes will provide the opportunity to collaborate on identifying concerns, risks, and protective factors. Participants will also discuss community programs and interventions to address risks and enhance available resources for youth affected by DMC.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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<p>9:30-11:00am</p>	<p>Short, Ellen – Long Island University</p> <p><i>Systemic/Organizational/Institutional (S/O/I) Transference Exercise: A Guide to Uncovering your Embeddedness in Systems</i></p> <p>The Systemic/Organizational/Institutional (S/O/I) Transference Exercise can provide participants with opportunities to explore their conscious and unconscious transferential relationships to systems, organizations, and institutions in which they work and/or are educated. This exercise can assist participants in accessing and identifying issues of institutional oppression and discrimination; it also emphasizes the importance of understanding boundaries, authority, role(s), and task(s) within S/O/I contexts. The S/O/I Transference Exercise has the potential to enhance participants' cultural self and systemic awareness in multiple embedded contexts.</p>
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<p>9:30-11:00am</p>	<p>Mock, Matthew - John F. Kennedy University; Levans, Deborah – Hult International Business School; Atkinson, Fanta - Cambridge Health Alliance; & Henderson, Amy - Fenway Community Health Center</p> <p><i>Navigating Between Worlds of Differences: The Interplay of Personal and Professional Identities</i></p> <p>In this didactic and interactive workshop, the presenters will share their experiences of working with others, while acknowledging social differences. As mental health professionals we are often trained to value cultural awareness and responsiveness. Nevertheless the realities we face from early to mid to late career are often laden with challenges related to the interplay of relationships between ourselves and our clients, co-workers, and communities. This includes our differences such as those that are socially constructed throughout the life span. While we may hold core beliefs in the centrality of diversity and social justice in our personal and professional lives the situations that we face may at minimum be tinged with inequities and forms of racism, classism, heterosexism, sexism, nativism, ageism, and others as “societal pollutants.” The workshop will begin by stating the rationale, context, agreements for learning and understanding. Additionally the essential components of the personal narratives of the panelists will be explored, guided by their insights for eliciting and fostering deeper understanding and personal compassion.</p>
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<p>9:30-11:00am</p>	<p>Rashad, Kameelah Mu'Min – University of Pennsylvania; Mohajir, Nadiyah - HEART Women & Girls; & Qureshi, Sameera – Wellness Empowerment Program</p> <p style="text-align: center;"><i>"It's a Girl": Sexual & Mental Health Disparities in American Muslim Communities</i></p> <p>North American Muslim women and girls are subjected to religious, cultural and Western ideals and pressures that ultimately impact the development of their identity and self-conceptualization as it relates to sexual and mental health, autonomy and well-being. Unfortunately, most sexual and mental health education targeting Muslims is designed with severe constraints. Despite the evidenced need for appropriate education and services, there is a glaring lack of resources that address the particular concerns and challenges of this racial /religious minority community in a culturally competent manner. This workshop will explore the internal and external barriers to resources and education and identify innovative programs and strategies that support North-American Muslim girls and women in their journey towards wellness across the lifespan.</p>
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<p>9:30-11:00am</p>	<p>Gordillo, Alex</p> <p style="text-align: center;"><i>Politics of Location: Cultural Considerations in Sexual Violence</i></p> <p>What does it mean to say that someone is culturally competent? How can we talk about organizational values such as empowerment without an honest power analysis of society? This reflective and interactive workshop will explore how a deepened understanding of the intersectionality of privilege and under-representation within individual identity can aid the social service provider in becoming more culturally aware. We will look at culture and privilege in the context of sexual violence. Using reflection and discussion, this workshop will offer a framework in which participants can locate themselves and explore the ways that racial privilege/disenfranchisement can lead to bias if unchecked.</p>
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11:00am-11:10am BREAK

11:10am-11:15am Welcoming Remarks

INVITED PANEL	
Effects of Discrimination on Youth and Social Change	
11:15am-12:45pm	<p>Ann Moritz, Ph.D. – Moritz Advisory Group; & Donna Bivens – UMN Boston Busing/Desegregation Project</p> <p><i>Boston Busing/Desegregation Project: From 40 Years of History to an Inclusive Future</i></p> <p>Nayeli Y. Chavez-Dueñas, Ph.D. – Chicago School of Professional Psychology</p> <p><i>Hope Crossing Borders: Understanding the vulnerability and resilience of unaccompanied refugee minors from Latin America</i></p> <p>*CEs offered (1.5)</p>

POSTER SESSION I LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Bahl, Sarika - Alliant International University

Silent Victimization: Racial persecution experienced by East Indians post "9/11" terrorist attack

Cebulla, Ioana – Alliant International University

Psychological Well-being and Hypertension in Elderly in Rural Vietnam

Cebulla, Ioana – Alliant International University

Preliminary Demographic Data and LANSE – Outcomes for Incarcerated Youth in California

Chan, Bernice; & Charmaraman, Linda - Wellesley College

Impact of Stereotyped Media Portrayals on Asian American and Latina Women

Daniel, Desa - New Mexico State University

A Phenomenological Study of the Invisibility Syndrome among African American College Students

Deshpande, Anita; & Tummala-Narra, Usha – Boston College

A Qualitative Study of South Asian American Adolescent Experiences

Harris, Hannah; Pinamonti, Jolyn; & Makhamreh, Kristine - The School of Professional Psychology at Forest Institute

Transracial Adoption: Are We As Accepting As We Could Be?

Kazi, Nidaa; Sengupta, Renita; & Poulakis, Mixalis – University of Indianapolis

Challenges in the Utilization of End of Life Care amongst South Asians

Lopez, Nancy – University of New Mexico

Killing Two Birds With One Stone? Why we need two questions on Hispanic Origin and race for the 2020 Census and Beyond

Painter, Kelly Doyle; Heidelberg, R. Elyse; & Augustin, Josie - Nova Southeastern University

Peer Victimization based on Ethnic Minority Status

Park-Taylor, Jennie; Krupka, Chana; Capanzano, Sally, Grace, Ryan; Del Valle, Sudanë, & Pitcan, Mikaela – Fordham University

Asian and Black Masculine Identity in the Context of Racialized Stereotypes

Polanco-Roman, Lillian; & Liu, Florence – City University of New York

Dissociation Mediates the Relation between Racial Discrimination and Attenuated Positive Psychotic Symptoms

2:00pm-3:30pm

Concurrent Session II

INDIVIDUAL PRESENTATIONS

Family Matters: The Influence of Parenting and Socialization	
2:00-3:30pm	<p>1A. Dolan, Jen - University of Massachusetts</p> <p style="text-align: center;"><i>White Adoptive Parents of Asian Born Children Talking about Racism</i></p>
	<p>1B. Alemanji, Aminkeng Atabong - University of Helsinki</p> <p style="text-align: center;"><i>Trajectories of Anti-racism pedagogy in the 21st century. A study of an anti-racism workshop</i></p>
	<p>1C. White, Ebony - Montclair State University</p> <p style="text-align: center;"><i>Positive Outcomes for African Americans Raised by Single Mothers in Impoverished Communities</i></p>

Effects of Stereotypes and Discrimination on Mental Health	
2:00-3:30pm	<p>2A. Zein, Amira - Forest Institute of Professional Psychology</p> <p style="text-align: center;"><i>Arab-Americans Post 9/11: Misconceptions, Social Stigma, & Mental Health Outcomes of Discrimination</i></p>
	<p>2B. Cheng, Alice; Budgazad, Marc; & McMullen, Daveon – University of Hartford</p> <p style="text-align: center;"><i>Model Minority Stereotype and Alcohol Use Disorders: Diagnostic Implications for Asian Americans</i></p>

Effects of Discrimination on Academic Achievement	
2:00-3:30pm	<p>3A. Murtaza, Zahra - Georgia State University</p> <p style="text-align: center;"><i>Discrimination, Long-term Goal Motivation, and Academic Self-concept among Racially Diverse College Students</i></p>
	<p>3B. Li, Chieh ; Kruger, Louis ; Kimble, Edward ; & Ruah, Rachel – Northeastern University</p> <p style="text-align: center;"><i>Discrimination against English Language Learners: Unintended Effects of Massachusetts Comprehensive Assessment System</i></p>

WORKSHOPS

2:00-3:30pm	<p>Yokoyama, Kayoko; Magraw, Sukie; Greer, Kalana; & Almada, Ricardo – John F. Kennedy University</p> <p style="text-align: center;"><i>“I Didn’t Mean It That Way:” Using Classroom Microaggressions as Teaching Opportunities</i></p> <p>In keeping with the APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003), graduate psychology should train students to examine their own world views and biases. Microaggressions, as they relate to ethnicity, race and other isms, should also be discussed. Microaggressions can also occur in classroom settings. They have the capacity to cause harm and create ruptures. Microaggressions also present the opportunity for greater understanding and healing; they can be teaching moments. This workshop will use Ken Hardy’s Validate, Challenge, Request model, and work toward strengthening relationships as a superordinate goal to manage resistance and address microaggressions that occur in graduate training. Two vignettes will be presented to elucidate teaching opportunities and deepening connections.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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2:00-3:30pm	<p>Rasbury, Robbin – John F. Kennedy University</p> <p><i>Training Models for Diversity Leadership: Strategies and Approaches across the Adult Lifespan</i></p> <p>A consistent theme for diversity leadership training includes the metaphor of an ongoing, never-ending journey across the lifespan. Eight training models currently used for training diversity leadership across the adult lifespan will be presented for application in diverse community, business, education, and human services settings. The background and theories for the development of these models will be highlighted. The presenters will discuss the use of these models in a variety of venues to prevent and to reduce discrimination, stereotyping, and other negative effects related to the demography of people. An overview of evidence-informed practices and outcomes will be summarized in diversity leadership training today. The strengths and challenges in using each of the eight training models will be compared.</p>
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2:00-3:30pm	<p>Torres-Llenza, Vanessa - Boston University School of Medicine; & Espinola, Maria - McLean Hospital, Harvard Medical School</p> <p><i>Collaboration Between Psychology and Psychiatry to Improve Minority Mental Health</i></p> <p>The purpose of this workshop is to highlight the importance of collaboration between psychiatrists and psychologists to improve patient's outcomes and reduce the mental health care disparities that affect ethnic and racial minorities. Workshop presenters will speak about the advantages of interdisciplinary work and the challenges often associated with coordinating care. In order to provide examples of collaboration, presenters will offer an overview of the use of the DSM-5 Cultural Formulation Interview by professionals from the fields of psychiatry and psychology. Additionally, presenters will discuss the importance of taking into account ethnopsychopharmacology issues when gathering medical information from patients, when prescribing medications, and when communicating with other providers. Workshop participants will be encouraged to join the discussion.</p>
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<p>2:00-3:30pm</p>	<p>Cruise-Roberson, Gail; & Howe, Emmy - National SEED Project on Inclusive Curriculum</p> <p><i>Racial Literacy and Schooling</i></p> <p>"Racial literacy in schooling" is an experiential workshop for adults that examines the importance of conducting racial dialogues with skill and sensitivity. It is based on the belief that racial literacy can be learned with study and practice, and those who practice racial literacy in schools can positively impact learning outcomes for all students. The structured activities in the workshop (serial testimony, timed sequential responses) are part of a repertoire of skills used by the National SEED Project on Inclusive Curriculum, a program that has been teaching diversity and facilitation to teachers, administrators and parents for 27 years. Participants will share their own stories around race, and explore methods for incorporating ongoing dialogues in their own groups, schools and institutions.</p>
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SYMPOSIUM

<p>2:00-3:30pm</p>	<p>Tummala-Narra, Usha; Claudius, Milena; Sathasivam-Rueckert, Nina; & Deshpande, Anita – Boston College</p> <p><i>Tackling Issues of Race, Ethnicity, and Discrimination with Immigrant-Origin Youth</i></p> <p>This symposium offers findings from quantitative and qualitative studies focused on experiences of discrimination, race, and ethnicity among immigrant-origin adolescents, and a school-based peer mentoring intervention that provided a space for dialogue on race, ethnicity, stereotyping and discrimination, informed by these studies. Each presentation reflects a component of a larger school-based research and intervention project over the course of three years in the Northeastern part of the United States, involving a mixed method approach in collaboration with school personnel, high school students, university faculty and graduate students. The symposium aims to highlight the importance of a socio-ecological perspective, and dynamic interpersonal processes in the examination of issues of race and ethnicity among immigrant-origin youth, and in developing culturally informed interventions.</p>
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3:30pm-3:45pm

BREAK

INVITED PANEL	
Understanding and Addressing Racial Discrimination and Racial Inequality	
3:45-5:15pm	<p>Hector Y. Adames, Psy.D.; & Nayeli Y. Chavez-Dueñas, Ph.D. - Chicago School of Professional Psychology</p> <p><i>A Legacy of Racial Denial: From Mestizaje to Skin-color Discrimination Among Latino/as</i></p> <p>Helen Neville, Ph.D. – University of Illinois at Urbana-Champaign</p> <p><i>Defining and Disrupting Color-Blind Racial Ideology: What Can We Do to Promote Greater Racial Equality?</i></p> <p>*CEs offered (1.5)</p>

DIVERSITY CHALLENGE 2014: 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

The Relationship between Racism and Discrimination and Health and Mental Health	
9:30-11:00am	1A. Pieterse, Alex; Gale, Michael; & Williams, April – University at Albany - SUNY <i>Internalized Racial Oppression and Health-Related Outcomes: Knowns and Unknowns</i>
	1B. Almond, Amanda – University of Rhode Island <i>Taking Race Out of the Picture: Stroke Prevention for Black Americans</i>
	1C. Nelson, Tamara – Clark University <i>Discrimination and Help-Seeking: Analyzing Attitudes as a Mediator among Depressed Latino Men</i>

Non-Traditional Approaches to Community Activism	
9:30-11:00am	<p>2A. Mena, Jasmine – University of Rhode Island</p> <p style="text-align: center;"><i>Community Engagement as Group Survival: Narratives from Women Faculty and Staff of Color</i></p>
	<p>2B. Madsen, Rachel – Brandeis University</p> <p style="text-align: center;"><i>Civil Rights, Morality, and Environmental Justice: Bridging Activism through the Black Church</i></p>
	<p>2C. Khamis, Jasmine – Salem State University</p> <p style="text-align: center;"><i>"Veiling and Unveiling, A Catalyst for Social Justice:" How a Critical Incident of Discrimination Influenced a Muslim Arab Woman's Racial Identity Development</i></p>

Culturally Relevant Treatment	
9:30-11:00am	<p>3A. Rislin, Jamey Leeanne – New Mexico State University</p> <p style="text-align: center;"><i>The Salience of Culture: Understanding How Cultural Factors Impact the Counseling Process</i></p>
	<p>3B. Gomez, Judelysse – Brown University</p> <p style="text-align: center;"><i>Culturally Adapting the Treatment Research Process: Recruitment, Retention and Everything in Between</i></p>
	<p>3C. Lassiter, Jonathan – CA School of Professional Psychology</p> <p style="text-align: center;"><i>Marking and De-centering Whiteness: White Culture and Implications for Psychologists</i></p>

The Importance of Understanding Racial Bias	
9:30-11:00am	4A. Stevens, Francis – University of Massachusetts, Boston & Wheelock College <i>The Shame of Implicit Racism</i>
	4B. Barone, Katherine – Lesley University <i>Lest we forget: Intersubjectivities and Anti-bias Work in Multicultural Therapy Supervision</i>
	4C. Ford, Demetrius E. – Center of Law, Health & Justice <i>The Psychology of Racial Profiling</i>

Interventions Within Educational Contexts	
9:30-11:00am	5A. Zhang, Cong – Boston University <i>Bullying Victimization among Youth: Associations with Race and Ethnicity</i>
	5B. Ohito, Esther – Columbia University <i>Revisioning Teacher Education: Examining Race and Racial Bias with Pre-Service Teachers through Multimodal Autoethnography</i>
	5C. Porter, Sha-shonda – Richland College <i>Racial Identity Development Critique: A Way of Reading and Writing African-American Literature</i>

Intersectionality: Merging Complex Identities	
9:30-11:00am	<p>6A. Frazier, Terrell – Columbia University</p> <p style="text-align: center;"><i>Intersectional Identities and Organizing: Multi-Issue Approaches to Marginalization</i></p>
	<p>6B. Cooper, Marty Aaron – Seton Hall University; & Acevedo, Melissa - Hunter College</p> <p style="text-align: center;"><i>Ageism: Racial and Sexual Orientation Discrimination Among Older LGB Individuals</i></p>
	<p>6C. Cho-Chang, Yoo-Yun – Daniels Institute</p> <p style="text-align: center;"><i>The Moderating role of Religious Coping in the Relationship between Perceived Racial Discrimination and Depression in Korean American Christians</i></p>

STRUCTURED DISCUSSIONS

Examining Bias: Research and Intervention	
9:30-11:00am	<p>1. Albert, FeLisa; & Albert, Michelle – Visionary Consulting Group</p> <p style="text-align: center;"><i>Examining Sociocultural Factors that Influence the Journey of the Black Male</i></p> <p>2. Chandler, Devin; Hazeltine, Kim; Ng, Fanny; & Abdullah, Tahirah – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>Maximizing Cross-Racial Research Collaborations Using Reflexivity</i></p>

Intersection of Race, Culture and Religion	
9:30-11:00am	<p>1. Parham, Lynda Morris – University of Massachusetts, Boston; Miller, Tanya – Wraparound; Moore, Shavonne – Massachusetts Mental Health Center; Moorehead-Slaughter, Olivia – CMTP BU School of Medicine & The Park School; & Willingham, Kimberly – EDC, Inc.</p> <p style="text-align: center;"><i>Shatter the Silence: The Black Church Stands Against Sexual Violence</i></p> <p>2. Khan, Shamaila; & Skolnik, Avy – Boston Medical Center</p> <p style="text-align: center;"><i>Understanding Psychologists’ Roles at the Intersection of Multicultural Movement and Religion</i></p>

Effects of Discrimination on Health Utilization	
9:30-11:00am	<p>1. Green, Jamila; Ho, Ivy; Wik, Amanda; Smith, Sable; Queenan, Alexa; & Kaskan, Emily – University of Massachusetts, Lowell</p> <p style="text-align: center;"><i>Race and Gender in African American Women’s Experiences within the Healthcare Setting</i></p> <p>2. Owens-Lane, Jan; Lasher, Mikaru; & Farrow, Michael – Connecticut Psychological Association</p> <p style="text-align: center;"><i>MindStylZ: Confronting Mental Health Disparities By Treating A Community Through Hair Care</i></p>

WORKSHOPS

9:30-11:00am	<p>Green, Carlton – University of Maryland; & Sam, Thomandra – University of Houston</p> <p style="text-align: center;"><i>Stop the Madness!: Using Helms' Racial Identity Theory to Address Workplace Disconnections</i></p> <p>Even in university and college counseling center settings, where counselors tend to aspire to multicultural competence, staff may not have the awareness, knowledge, or skills to effectively address race-related issues. Helms' Social Interaction Model (SIM) contends that race-related power dynamics are a part of supervisory relationships and highlights the often-overlooked racial and ethnocultural content pertinent to provider and collegial roles. In this workshop, participants will (a) learn to apply Helms' SIM to workplace settings, (b) learn a method for assessing work place climate, (c) learn how to identify aspects of workplace settings that contribute to marginalization and inhibit growth-fostering relationships, and (d) begin to conceptualize an approach for having organizational conversations about race in the workplace.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
9:30-11:00am	<p>Rivero, Edward – Boston University</p> <p style="text-align: center;"><i>Poetry of Resistance: Spoken Word as a Tool for Empowerment</i></p> <p>Participants will be taken through exercises geared at helping them express their thoughts on diversity, inclusion, and stereotypes through poetry. The goal of the workshop is to provide participants with meaningful interaction with others that can relate to the issues at hand. Participants will learn to use poetry as a tool for social change. The poetry presented in the workshop is based on June Jordan's poetry for the people model which makes poetry accessible and relatable to marginalized communities/experiences. The workshop will explore the ways that the media and other social structures impose stereotypes on communities of color. Participants will create their own poetry to demonstrate agency and debunk the images imposed by society on people of color.</p>

<p>9:30-11:00am</p>	<p>Stevens, Kaylene – Boston University and Framingham High School</p> <p><i>Unit on Racism and Teaching Tolerance in the Classroom: "A Guide for Teachers who want to Discuss Issues on Race but Don't Know Where to Start"</i></p> <p>Many teachers, as I was, were taught to be colorblind and not see racial differences. I also understood that racism was wrong and that the United States had a shameful past. But it was not until I saw it, experienced, heard, and felt it in the halls of Framingham High School, which I truly understood what racism is and why race matters. Race matters because it is present and it is with us. It may not always be operative but if you choose to ignore it, to be colorblind (as I was) then you may be ignoring a part of someone's identity. If you do not believe me that race matters spend a couple hours with some kids of color and you will see that race matters. They constantly ask each other "what are you?" They are also constantly making racism remarks. If race matters to students then it should matter to us. We should teach about it, and not just the historical context. We need to talk about the issues of race today. We should also teach it to clear up the misconceptions behind those racist remarks you can hear the hallway on any given day. If teachers are not comfortable talking and teaching about race, there is no way to stop racism. The goal of this unit is for teachers to have a place to begin teaching about issues around race. The first two lessons are designed to such this. The lessons serve as an introduction to race. You first must convince students that racism still exists.</p>
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<p>9:30-11:00am</p>	<p>Ni, Mary; & Johnson, Carl – Salem State University</p> <p><i>Interrupting Racism in Everyday Life</i></p> <p>Countless acts of racism occur throughout our lifespan. Yet often, from a young age, we are taught in both conscious and unconscious ways to ignore these harmful acts or to deal with them in ways that are not beneficial to those (perpetrators, victims, or bystanders) involved. It behooves us all to be conscious of how racism infiltrates our social interactions and to know how to effectively interrupt racist acts when they occurs. This program will focus on participants' observed and personal experiences with racism. Role plays will be used to create useful and potentially productive ways to interrupt racism. And, attendees will leave with more awareness and options when dealing with racist encounters.</p>
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SYMPOSIUM

9:30-11:00am	<p>Farrell, Karen; Saini, Raman; Gremley, Catherine; & Khan, Fahad – Midwestern University</p> <p style="text-align: center;"><i>Continuing to Interrogate the Status Quo</i></p> <p>Soul Wound is a term originating in Native American communities to describe the ongoing, collectively experienced and understood phenomenon of traumatic injury and loss brought on by individual, legal, education, and cultural oppression that accumulates across generations (Duran, 2006, Walters, 2009). Many people leave their homelands or have had their homes taken from them and struggle to make new lives in the United States. Immigrants who are people of color often live on the margins of their new cultures and are oppressed. Many children are removed from their homes due to neglect, abuse, and other forms of maltreatment. These children lose their families of origin, extended families, and connections to their cultures. The sequellae of these profound losses both to families and children who have been removed from their homes result in cumulative psychological woundings which reverberate throughout the lifespan and across generations. This presentation will examine these losses from multiple perspectives.</p>
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11:00am-11:10am BREAK

11:10am-11:15am Remarks

<p>INVITED PANEL</p> <p>Racial Discrimination and Race-Based Trauma</p>	
11:15am-12:45pm	<p>Anmol Satiani, Ph.D. – DePaul University; & Neha Gill, M.S. – Apna Ghar</p> <p style="text-align: center;"><i>Immigrant and Refugee Women and Violence</i></p> <p>Nina Sathasivam-Rueckert, M.S.W. – Boston College</p> <p style="text-align: center;"><i>Attitudes towards Sexual Violence among South Asian Immigrants: The Influence of Culture and Context</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

POSTER SESSION II LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Ashby, Kimberly; & Collins, Dana – Boston College

I Can Go There: Discussions on Race and Their Influence Amongst Students

Augustin, Josie; & Painter, Kelly Doyle - Nova Southeastern University

Barriers to Help-Seeking in Haitian Population: Effect of Stigma on Help-Seeking Behaviors

Bell, Tyronn - University of Indianapolis

A Semi-structured, Process-oriented Therapy Group to Combat Within-group Discrimination Among African Americans

Berwise, Clifton; & Mena, Jasmine – University of Rhode Island

Assessing Influence of Black Racial Identity on Perceived Discrimination and Professional Success

Glover, Sheena - Argosy University San Francisco Bay Area

The Legacy of Discomfort of Korean "Comfort Women"

Green, Kahlil - Howard University

Examining the Long-term Effects of Corporal Punishment on African American Adults

Haileab, Lisa; & Woodson, Kamilah – Howard University

The Shades of Dating Violence in African American Female Adolescents

Heidelberg, R. Elyse; & Painter, Kelly Doyle - Nova Southeastern University

Racial Bias in the Treatment of Sickle Cell Disease Pain

Hidalgo, Jacqueline - Carlos Albizu University

Discrimination towards African-Americans in the Prevention and Treatment of CHD

Lopez, Nancy – University of New Mexico

Killing Two Birds With One Stone? Why we need two questions on Hispanic Origin and race for the 2020 Census and Beyond

Makhamreh, Kristine; Pinamonti, Jolyn; & Harris, Hannah - The School of Professional Psychology at Forest Institute

The Polygamist Lifestyle: Considering Stigmas and How Discrimination May Affect Identity Development

Mock, Matthew; & Rasbury, Robbin - John F. Kennedy University

Insights of Diversity, Intersectionality and Social Justice Utilizing Our Multigenerational Professional Genograms

Pitcan, Mikaela; Park-Taylor, Jennie; & Krupka, Chana – Fordham University

Examining the Way Black Men Experience and Cope with Racial Microaggressions in the Corporate World

Smith, Shakira - Indiana University

Psychological Distress as a Mediator of the Relationship between Discrimination and Alcohol Use Consequences

Wright, Christina - University of South Alabama

Benevolent and Malevolent Patriarchy Enacted upon Intersectional Youth in a Juvenile Court

2:00pm-3:30pm

Concurrent Session IV

INDIVIDUAL PRESENTATIONS

Addressing Lack of Diversity across Contexts	
2:00-3:30pm	<p>1A. Bryant Jr., Alfred – University of North Carolina at Pembroke</p> <p style="text-align: center;"><i>Where are the American Indian Faculty? How Educational Disparities Impact the Creation of an American Indian Faculty Member</i></p>
	<p>1B. Danesco, Beth – The All Stories Theater Company</p> <p style="text-align: center;"><i>Just Tell the Story: Creating a More Inclusive American Theater</i></p>
	<p>1C. Green Musselman, Jack; Robertson, Michelle; Neal, Rachel; & Puglisi, James – St. Edward’s University</p> <p style="text-align: center;"><i>Building Capacity from the Ground Up: A Grassroots Approach to Enhancing Faculty Diversity</i></p>

Knowledge is Power: Teaching Students and Professionals about Culture	
2:00-3:30pm	<p>2A. Charles, Quanisha – Indiana University of Pennsylvania</p> <p style="text-align: center;"><i>Ebony Teacher: Exploring Cross-Cultural Interactions in the Korean Classroom</i></p>
	<p>2B. Chapman-Hilliard, Collette – College of Staten Island – CUNY; & Adams-Bass, Valerie – V.N. Adams & Associates Youth Development Consulting</p> <p style="text-align: center;"><i>"A Tree with Roots:" Black History Knowledge and Navigating Racial Discrimination among Black Youth</i></p>
	<p>2C. Kim, Min – Boston University</p> <p style="text-align: center;"><i>Non-Korean Rehabilitation Counselors' Perceptions of Working Alliance Characteristics when Serving Korean Consumers</i></p>

The Insidious Effects of Systemic Oppression	
2:00-3:30pm	<p>4A. Remaker, Dominique – Alliant International University</p> <p style="text-align: center;"><i>Exploration of Family Cohesiveness in African American Families with Incarcerated Loved Ones</i></p>
	<p>4B. Haywood, Jacqueline – Norfolk State University</p> <p style="text-align: center;"><i>Understanding African American Students' Reactions to the Zimmerman Verdict</i></p>
	<p>4C. Weber, Amanda; Robinson-Wood, Tracy L. ; Zeko-Underwood, Elda ; & Poindexter, Bianca – Northeastern University</p> <p style="text-align: center;"><i>Subtle and Severe: Microaggressions Among Racially Diverse Sexual and Gender Minorities</i></p>

Careful Considerations: The Cultural Implications of Research	
2:00-3:30pm	<p>5A. Miranda, Kristine – New York University</p> <p style="text-align: center;"><i>Racial Microaggressions and the Therapeutic Encounter: The Intersection in a Cross-Racial Dyad</i></p>
	<p>5B. Raghavan, Sumi – College of Mount Saint Vincent</p> <p style="text-align: center;"><i>Using Participatory Methods to Develop an Asset-building Depression Intervention for Immigrant Women</i></p>
	<p>5C. Call-Cummings, Meagan; & Martinez, Sylvia – Indiana University</p> <p style="text-align: center;"><i>Consciousness-Raising or Voyeuristic? Potential Unintended Consequences of PhotoVoice</i></p>

STRUCTURED DISCUSSIONS

Issues of Diversity on College Campuses	
2:00-3:30 pm	<p>1. Devdas, Lavanya – Lehigh University; & Gunasekara, Talya – Boston College</p> <p style="text-align: center;"><i>Barriers to Change: Perceived Discrimination among International Students in U.S. Universities</i></p> <p>2. Kim, Grace S.; Gafford, Majenta; LaChance, Megan; Lu, Juo An; & Martin, Melissa – Wheelock College</p> <p style="text-align: center;"><i>Learning about Racial and Ethnic Discrimination: Inter-racial Dialogues through a College Diversity Course</i></p>

Systemic Oppression: Racial Bias and Differential Treatment	
2:00-3:30pm	<p>1. Darlington, Rolda – University of Florida</p> <p style="text-align: center;"><i>Different Faces of Criminal Justice: Analyzing Stop, Question, and Frisk Practices</i></p> <p>2. Pinamonti, Jolyn; Harris, Hannah; & Makhamreh, Kristine – School of Professional Psychology at Forest Institute</p> <p style="text-align: center;"><i>Common Racial and Ethnic Stereotypes Associated with Bullies</i></p>

WORKSHOPS

2:00-3:30pm	<p>Pieterse, Alex; Gale, Michael; & Kumar, Snehal – University at Albany - SUNY</p> <p style="text-align: center;"><i>Anti-Racism Training for Health Care Professionals: A Training Workshop</i></p> <p>The presence of race-related health disparities is now widely acknowledged in the empirical literature. Simply stated, Black, Latino/a, and Native Americans are more likely to experience higher rates of chronic illness, experience higher morbidity associated with the illness, and are less likely to receive adequate health care (Smedley, Smith & Nelson, 2009). The ongoing reality of racism has been offered as one important variable associated with health disparities (Williams & Mohammed, 2009), and racism-related attitudes and behaviors of health care professionals and institutions has been identified as a contributing factor (Jones, 2000). Anti-Racism advocacy is considered to an important strategy for countering the adverse health-related outcomes effects of racism. For anti-racism efforts to be effective, a theoretical framework should be adopted, assessment of the efficacy should be employed, content should include raising knowledge and consciousness, engaging in anti-racism advocacy, evaluation efficacy of anti-racism approach and attending to practitioner self-care.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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2:00-3:30pm	<p>Gallor, Susanna – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>Multicultural & Social Justice Competencies in Action: Building Awareness and Eliciting Difficult Dialogues</i></p> <p>The foundations of multicultural and social justice competencies guide us to be aware of our own worldviews, understand the worldviews of others, recognize the impact of social, political, economic, and cultural factors on our lives, and take responsibility to facilitate overcoming barriers that negatively impact our collective wellbeing. From a mental health perspective, research and clinical data demonstrates how marginalization, invalidation, and violation of one’s rights and dignities can assail one’s self-esteem and self-worth, elicit anger and frustration, lower productivity, produce physical health problems, lower subjective well-being, among other issues. We will present three current projects on our campus: 1) a Social Justice Counseling Competencies seminar series for psychology interns, 2) a Social Justice Educator Training for the broader campus, and 3) A Microaggression Professional Development Workshop for faculty and staff.</p>
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<p>2:00-3:30pm</p>	<p>Graham, Jessica; & Hayes-Skelton, Sarah – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>Enhancing the Cultural Sensitivity of Cognitive Behavioral Therapies for Social Anxiety</i></p> <p>Diversity among individuals living in the United States has rapidly increased over the past few decades with people of color making up 36.2% of the population (US Census, 2011). This highlights the importance of focusing on the mental health needs of diverse populations and because clinicians with higher levels of cultural competence experience more favorable outcomes with their clients (Sue, 2001), utilizing multicultural competency to effectively tailor CBT may better serve the needs of individuals of color (Hofmann, 2006; Pantalone et al., 2009). The current workshop focuses on a the adaptation of traditional CBT for anxiety with specific examples of how we have integrated multicultural principles and traditional CBTs for social anxiety to better serve individuals from marginalized backgrounds.</p>
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<p>2:00-3:30pm</p>	<p>Humphrey, Mariano – Boston Public Schools; Pierre, Martin – Ashmont Counseling Associates, LLC; & Edwards, Jose – Phronesis 7 Education Consultants, LLC</p> <p style="text-align: center;"><i>(S.W.A.G.G.E.R.) Students Who are Getting Greater Educational Rewards</i></p> <p>Some of the greatest concerns are how Latino and African American students who dropout of school become more involve in petty crime and are likely to commit illegal activities; which negatively impacts their chances to live a healthy fulfilling life and in most cases leads them on a path of impoverishment and recidivism. It has also been stated that students who dropout of school make up nearly half of the nation’s prison population, and in those numbers well over 70% of the individuals in prison are African and Latino males (Noguera & Wing, 2006). This is primarily due to laws and policies that restrict and in many cases seeks out punitive measures, as well as harsh legal consequences for minor school related incidences or infractions. Moreover, this is not so new of an approach in dealing and handling minor school misbehaviors and using “Zero-Tolerance” policies that deprive many of our student’s civil rights and their right to a free public education.</p>
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<p>2:00-3:30pm</p>	<p>DePalma Hernandez, Natalie; Wilson, D'Andre – Penn State University; & Hernandez, Lisa – Equal Employment Opportunity Commission;</p> <p style="text-align: center;"><i>Microaggressions & Discrimination We All Do It... Now What? Recognition, Reconceptualization and Repair</i></p> <p>Microaggressions and discrimination are a pervasive part of every living and working environment across the lifespan. This workshop is designed to educate about the individual and systemic impact of microaggressive interactions. Every individual has been or will be on both sides of a microaggressive experience. A primary goal of this presentation is to increase recognition of microaggressive interactions and help audience members re-conceptualize their role in these encounters. Participants in the workshop will obtain strategies to aid in the repair process of microaggressions as both an initiator and a recipient. Legal implications will be underscored by a presenter from the Equal Employment Opportunity Commission.</p>
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SYMPOSIUM

<p>2:00-3:30pm</p>	<p>Mena, Jasmine; Callahan, Kristyn; Joseph, Emilie; Berwise, Clifton; Rodriguez, Isabel; & Trotman, April – University of Rhode Island</p> <p style="text-align: center;"><i>Can We Use the Transtheoretical Model of Behavior Change with Minoritized Groups?</i></p> <p>The Transtheoretical Model (TTM) is an evidence-based model of behavior change with broad applicability. Despite the use of the transtheoretical model with a broad range of behaviors and populations, to date there are no systematic literature reviews with a specific focus on its use with racial/ethnic and sexual/gender minority populations. While this theory is routinely applied to interventions with racial/ethnic and sexual/gender minority populations, there is little evidence looking at this practice in a comprehensive manner which this symposium seeks to do. We will detail the study outcomes in aggregate as well as the exact cultural modifications reported in our sample of 70 identified studies. Results indicate that interventions using the TTM with diverse populations report mostly positive outcomes with some reporting mixed or negative findings.</p>
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3:30pm-3:45pm BREAK

INVITED PANEL	
Race, Culture, Discrimination and Health	
3:45-5:15pm	<p>Rick Gibbons, Ph.D. – University of Connecticut</p> <p><i>Racial Discrimination and Physical Health: Stress, Negative Affect, and the Role of Gene x Environment Interactions</i></p> <p>Nancy Lopez, Ph.D. – University of New Mexico</p> <p><i>Contextualizing Lived Race-Gender and the Racialized Gendered Social Determinants of Health</i></p> <p>*CEs offered (1.5)</p>

5:30pm-7:00pm

CLOSING RECEPTION AND CELEBRATION
COMPLIMENTARY BUFFET

Remarks – Dr. Janet Helms and Dr. Guerda Nicolas

Performances:

Qingyi Yu

Our very own talented Qingyi Yu will perform a traditional chinese fan dance. The art of classic Chinese Fan Dance dates from 2000 years ago and was developed during the Han Dynasty. Usually the dance tells a story, and highlights delicate movements with constantly changing rhythm, showing the beauty and grace of the dancer.



Kim Ashby

ISPRC team member, Kim Ashby, has provided some of her beautiful artwork on display for your enjoyment. Kim’s identity as an artist is deeply intertwined with her identity as a psychologist in training. She views her engagement in both the arts and psychology as tools to be used in the pursuit of social justice. During her early adulthood, visual art has helped her process her work in the therapy room as well as her own personal and mental health development. Kim uses primarily acrylic and oil paint as well as multimedia collage in her work. She may be contacted at kimberly.m.ashby@gmail.com.



Title: Mandela
Medium: Acrylic paint on paper



Title: Odiando o corpo negro
Medium: Oil paint on canvas



Title: Self-portrait
Medium: Acrylic on canvas

Mat Maier and Christina Navarro



New Hampshire native Mat Maier has spent the last 16 years performing solo as well as with various bands all over New England. The majority of his musical career has taken place in the Greater Boston area. His influences include artists such as Paul Simon, Ben Harper, Cat Stevens and Peter Gabriel. Mat is often joined by talented vocalist Christina Navarro when playing acoustic venues. Born in Boston to an Armenian mom and Black/Hispanic dad, Christina is no stranger to diversity.

Christina has been singing since the young age of 7; taking part in several cultural events, talent shows, and community events.

B.E.A.T.S.

Black Experience in America Through Song also known as B.E.A.T.S. is Boston College's only a cappella group that focuses on music from Motown, Soul, and R&B. Since its recent 2009 formation, BEATS has quickly become an unmistakable force at Boston College. A group of eclectic individuals, B.E.A.T.S. is devoted to both the performance of a rich sound, as well as bridging musical, generational, and most importantly, racial divides that impair Boston College's campus and beyond.

EMERGENCY INFORMATION

<p><i>Boston College Police</i></p> <p>Emergency – 617-552-4444 Non-emergency – 617-552-4440</p>	<p><i>St. Elizabeth's Medical Center</i></p> <p>736 Cambridge Street Boston, MA</p>	<p><i>Beth Israel Deaconess Medical Center</i></p> <p>330 Brookline Avenue Boston, MA</p>
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**Next Year: Diversity Challenge 2015:
Race, Culture, and Social Justice**

- ❖ Call for proposals will be available online at <http://www.bc.edu/isprc> by February, 2015
- ❖ Proposals will be due on Friday, April 17, 2015.

CONTACT INFORMATION

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