

INTRODUCTION

Nevertheless, She Persisted: Power and Patriarchy in Psychology and Education

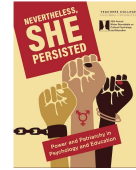
Welcome to the 35th Annual Winter Roundtable on Psychology and Education, sponsored by the Dean's Office and the Counseling Psychology Program at Teachers College, Columbia University. The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The theme of the conference—**Nevertheless, She Persisted: Power and Patriarchy in Psychology and Education**—underscores the pervasiveness and pernicious effects of misogyny, sexism and gender oppression, particularly as these forces intersect with psychology and education. We are very pleased to welcome attendees, presenters and speakers from a broad range of professional backgrounds—from education to activism, mental health to media. This year's conference is a two-day program consisting of keynote addresses, paper and symposium presentations, workshops, student poster presentations, plenary panels and roundtable discussions conducted by experts in the fields of psychology, education, and allied disciplines.

The Winter Roundtable continues its tradition of bringing together scholars, practitioners, educators, researchers, advocates of social change, and students who value the complex influences of race, ethnicity, social class, gender, sexual orientation, ability, and religious affiliation in psychology and education. Several years ago, the Roundtable instituted the Social Justice Action Award, so as to honor the contributions of individuals who have exemplified social change through their principles and practice. The inaugural recipient of the Social Justice Action Award was bell hooks (2004), followed by Jane Elliott (2005), Linda James Myers (2006), Ronald Takaki (2007), Michelle Fine (2008), William Cross (2009), Concepción Saucedo Martinez (2010), Bertha G. Holliday (2011), Anthony J. Marsella (2012), Derald Wing Sue (2013), Urvashi Vaid (2014), Joseph, Jane, and James Clementi (2015), Patricia Arredondo (2016) and Wesley Lowery (2017). We are honored to name **The Civic Participation Project (CPP)** and recognize **Drs. Yolanda Sealey-Ruiz, Lalitha Vasudevan and Laura Smith** as this year's recipient of the Social Justice Action Award.

The Janet E. Helms Award for Mentoring and Scholarship has been a Roundtable tradition for 26 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Robert Carter, Frank Wu, Beverley Greene, Joseph Ponterotto, Rosie Bingham, Nadya Fouad, Thomas Parham, Carolyn Barcus, Alvin Alvarez, Nancy Boyd-Franklin, Helen Neville, Lillian Comas-Diaz, Punky Heppner, and Marie Miville. This year, we honor **Dr. Arpana G. Inman** for her influence as a scholar and mentor across fields committed to advancing multicultural competencies and social justice in supervision and training, international psychology initiatives, South Asian immigrant diasporic identity and mental health disparities.

The Roundtable is an institution that celebrates the influences of formidable figures in psychology and education and offers opportunities for emerging scholars to showcase their contributions. Continuing with our annual tradition, the Student Poster Session, will serve as a forum for graduate students in psychology and education to share their recent scholarship with conference attendees. We invite you to join these gatherings and dialogue with our presenters.

We have arranged a broad-based conference including presentations across psychology, education, psychiatry, and social work. It is our hope that these presentations will incite further inquiry and interest in training, research, and practice focused on multicultural competencies and social justice.



Sponsorship for the Winter Roundtable Conference is provided by:

The Teachers College Counseling Psychology Program and
The Dean's Office

Co-Sponsors include:

Society of Counseling Psychology

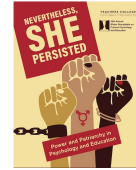
Division 17 of the American Psychological Association

Society for the Psychological Study of Culture, Ethnicity and Race

Division 45 of the American Psychological Association

Affiliated with:

The Diversity Challenge—Institute for the Study and
Promotion of Race and Culture, Boston College



ACKNOWLEDGMENTS

We would like to extend our appreciation to the following individuals who contributed their time and effort to the TC Winter Roundtable:

The staff of the Dean's Office

College-wide support

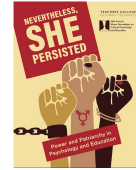
- Special thanks to the Business Services Center, Audio-Visual Services, and Computing and Information Services.
- We deeply appreciate the faculty and staff in the Counseling Psychology program for supporting the conference.

The Program Committee

- Faculty Co-Directors: Riddhi Sandil, Ph.D., Gregory J. Payton, Ph.D.
- Student Co-Coordinators: Ranjana Srinivasan, Charles Joseph (CJ) Polihronakis

Outside Support

- Thanks to Rachna Chari for her graphic design work on the Postcards and Call for Papers. Additionally, a big thank you Teachers College Business Services Center, Rocky Schwarz and staff, for the production of the conference programs and other printed materials.
- Conference support personnel who assisted in organizing activities
- We owe a huge debt of gratitude to our former conference coordinators for their unending support, guidance and wisdom.
- Thanks to the students of Teachers College, Columbia University.
- We also appreciate the efforts of our conference volunteers!



ACKNOWLEDGMENTS

Library of Social Science

We greatly appreciate the Library of Social Science Book Exhibits staff for organizing this year's Book Exhibit. Please be sure to visit the book fair in 109 Zankel Hall.

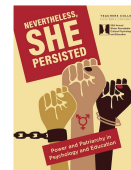


We would also like to thank Joe Coffee Company for providing our first 500 registrants with free drink cards!

A special thank you to *Division 17 – Society of Counseling Psychology* and *Division 51 – The Society for the Study of Men and Masculinities of the American Psychological Association* for co-sponsoring the Continuing Education (CE) workshops for this year's conference!

The Society of Counseling Psychology (SCP), Division 17, of the American Psychological Association (APA) brings together psychologists, students, and international and professional affiliates who are dedicated to promoting education and training, scientific investigation, practice, and diversity and public interest in professional psychology. SCP advocates for Counseling Psychology within the field of psychology and in the public sector. SCP also supports, encourages, and promotes its members and celebrates their diversity. More information at: <http://www.div17.org/about-scp/society-counseling-psychology/>

Division 51 of the American Psychological Association seeks to recognize and promote pathways for boys and men to live healthy and positive lives, and also to identify and redress the effects of restrictive masculinities. Our members represent a lively community, and taking part in D51 includes a variety of networking opportunities, a subscription to our journal, *Psychology of Men & Masculinity*, webinars, as well as several annual conventions. You can learn more about Div. 51 including how to join here: <http://division51.net/join-division-51/>

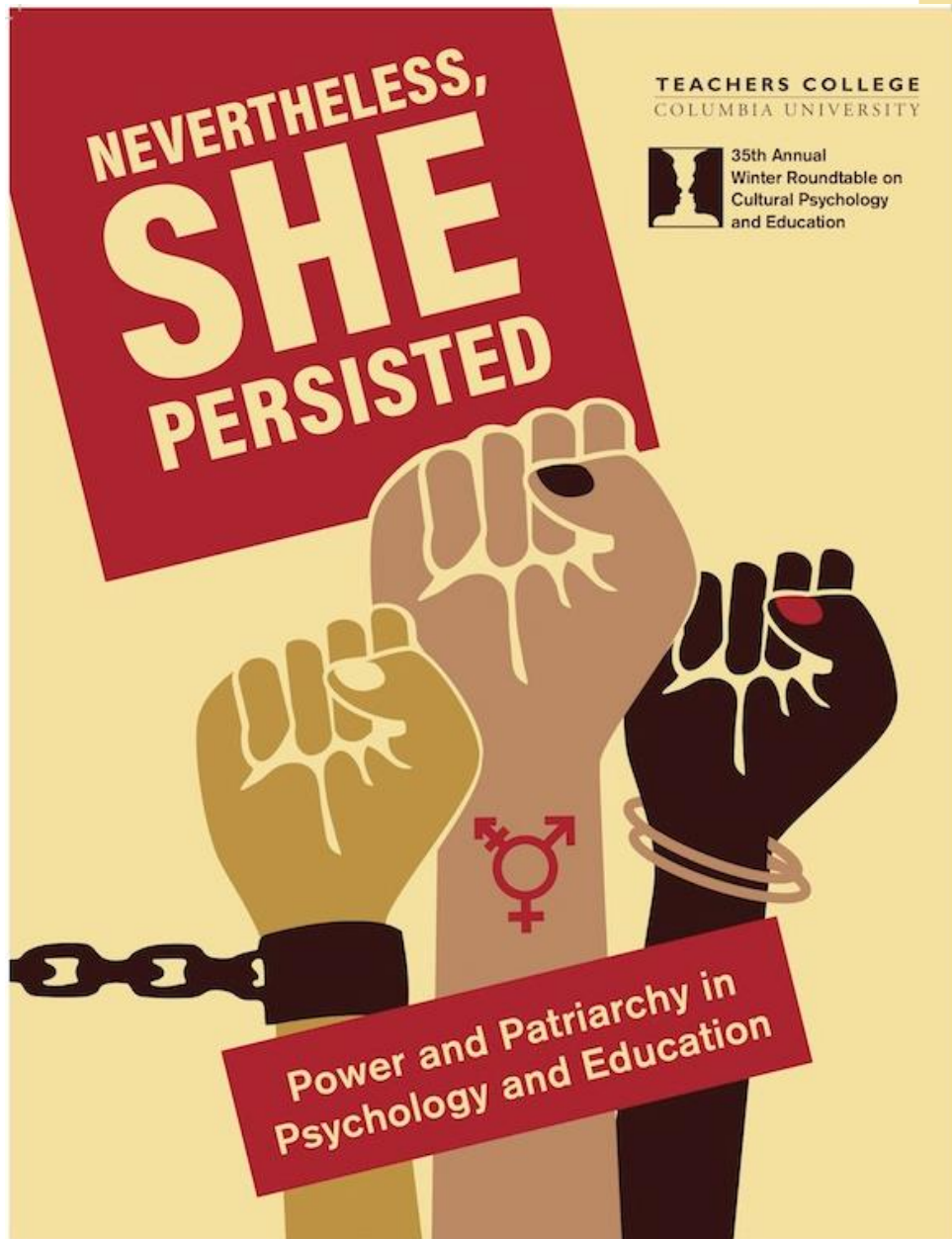
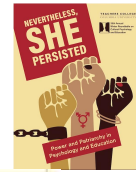


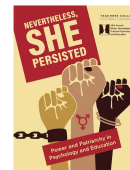
Save the Dates!

The 36th Annual Winter Roundtable
Teachers College, Columbia University

February 22 & 23, 2019

The conference title will be announced at a later date.





PROGRAM SCHEDULE

FRIDAY, FEBRUARY 23, 2018

****For security reasons, please have your badge visible at all times of the conference****

8:00 AM – 8:50 AM **Registration & Refreshments**

Grace Dodge
Hall 177-179

8:00 AM – 5:00 PM **Book Fair**

Please visit the **Book Fair** located in The Trustee's Suite (located on the first floor of Zankel Hall). The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.

Trustee's
Room (Zankel
Hall 109)

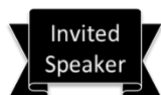
9:00 AM – 9:15 AM **WELCOME AND OPENING SESSION**

Riddhi Sandil Ph.D., Gregory J. Payton, Ph.D.,
Winter Roundtable Co-Directors

Cowin
Auditorium
(147 Horace
Mann)

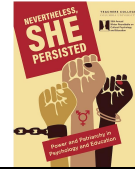
9:15 AM – 10:15 AM

OPENING KEYNOTE

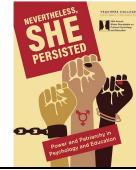


Carmen Perez., Executive Director of The
Gathering for Justice & National Co-Chair of the
Women's March on Washington

Cowin
Auditorium
(147 Horace
Mann)



10:30AM – 11:30 AM	Symposia	<i>Nevertheless, she insisted: Breaking the silence on sexism, sexual harassment, the money taboo and devaluing of women in psychology</i>	Horace Mann 150
		Penelope Asay, Ph.D., ABPP , Illinois School of Professional Psychology, Chicago, IL	
		Torrey Wilson, Ph.D. Illinois School of Professional Psychology, Oak Park, IL	
		Mary Clarke, Ph.D. The Wright Institute, Oakland, CA	
		Vara Saripalli Psy.D. , Chicago, IL	
		Jael Jaffe-Talberg, Psy.D. Lorenz Clinic of Family Psychology, Richfield, MN	
		Courtney Washington, Psy.D. Park Center Inc., Fort Wayne, IN	
		<i>Intersectionality an Examination of Teacher-Student Relationships in Kindergarten</i>	Zankel Hall 234
		Darielle Blevins, M.A. San Diego State University, San Diego, CA	
10:30AM – 11:30 AM	Papers	<i>Muslim Youth Identity in United States High Schools: Undoing the Construct, an Expression of the Lost Cultural Wealth</i>	Grace Dodge Hall 369
		Nora Aboali , Teachers College, Columbia University, Brooklyn, NY	
		<i>"A Little Dirt Don't Hurt": Gender and Nature in Wilderness Therapy</i>	Grace Dodge Hall 452
		Wei Motulsky, B.A. , Teachers College, Columbia University, New York, NY	



10:30AM – 11:30 AM

Roundtables

***Addressing Gender Role Oppression, Career Barriers,
and the Mental Health Needs of Working Mothers in an
Intensive Mothering Culture***

Grace Dodge
Hall 457

Margaret Lamar, Ph.D., Palo Alto University, Palo Alto,
CA

Lisa Forbes, Ph.D., University of Colorado Denver,
Highlands Ranch, CO

***She Can't Have It All: Discriminatory Messages
Received on the Higher Education Path***

Grace Dodge
Hall 461

Hsin-Hua Lee, Ph.D., Arcadia University, Glenside, PA

Lauren Reid, Ph.D., Arcadia University, Glenside, PA

Eleonora Bartoli, Ph.D., Arcadia University, Glenside,
PA

Angela Gillem, Ph.D., Arcadia University, Glenside, PA

***Asian American Women: Feminist Identity and Call to
Action***

Horace Mann
138

Nina Lei, M.S., LMHC, Teachers College, Columbia
University, New York, NY

Anjali Jacob, B.A., Teachers College, Columbia
University, New York, NY

Redefining How We Discuss Privilege

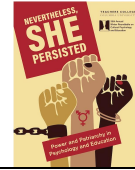
Horace Mann
144

Will Liu, Ph.D., The University of Iowa, Iowa City, IA

Jason Wang, M.A., The University of Iowa, Iowa City, IA

Jung Eui Hong, M.A., The University of Iowa, Iowa City,
IA

Thomas Rigg, B.A., The University of Iowa, Iowa City,
IA



***Students Helping Students: Empowering Women
Student Leaders through Peer Education***

Horace Mann
Hall 148

Samantha (Sam) Spoor, Middle Earth Peer Assistance
Program, University at Albany, Albany, NY

Danielle Fico, Middle Earth Peer Assistance Program,
University at Albany, Albany, NY

Lyza Liriano, Middle Earth Peer Assistance Program,
University at Albany, Albany, NY

Tabitha Ojeda, Middle Earth Peer Assistance Program,
University at Albany, Albany, NY

Katrina Velasquez, Middle Earth Peer Assistance
Program, University at Albany, Albany, NY

Abigail Dubovi, Counseling and Psychological Services,
University at Albany, Slingerlands, NY

Jacob Sawyer, Ph.D., Counseling and Psychological
Services, University at Albany, Albany, NY

Sarah Nolan, Ph.D., Counseling and Psychological
Services, University at Albany, Albany, NY

11:30 AM - 12:30 PM

Symposia

***Refusing to Break: Exploring Resilience and Resistance
to Minoritization for Black Women***

Zankel Hall
418

Frances Adomako MA, Howard University,
Washington, DC

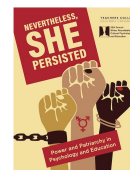
Cindy Dike M.Ed., Howard Student, Washington, DC

Sanjida Meem M.A., Howard University, Washington,
DC

Perre Shelton MA, Howard University, Washington,
DC

***In Their Own Words: Experiences of Asylum Seekers
Fleeing Gender-Based Violence and Clinicians
Documenting Human Rights Violations***

Zankel Hall
406



Kim Baranowski, Ph.D., Teachers College, Chappaqua, NY

Melissa Moses, Ed.M., Teachers College, New York, NY

Jasmine Sundri, Ed.M. Teachers College, New York, NY

11:30AM – 12:30 PM	Papers	<i>Critical Media Literacy and Black Female Identity Politics: A Conceptual Framework for Empowerment, Equity, and Social Justice in Schools</i>	Horace Mann 138
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Ayana Allen-Handy, Ph.D., Drexel University, Philadelphia, PA

Petra Robinson, Ph.D., Louisiana State University, Baton Rouge, LA

		Horace Mann 140
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Black Women Persisting with Education

Samantha Duterville, M.A., University of Massachusetts, Boston, Cambridge, MA

Keisy Gonzalez, University of Massachusetts, Boston, Dorchester, MA

Tahirah Abdullah, Ph.D., University of Massachusetts, Boston, Cambridge, MA

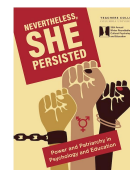
		Horace Mann 144
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Narratives of Belonging: West Indian Women During & Post College

Matthew Graziano, MSW, Ph.D., Seton Hall University, South Orange, NJ

11:30AM – 12:30 PM	Roundtables	<i>We Stand With Her: How Indigenous Communities are Responding to the Violence Against Indigenous Women</i>	Horace Mann 148
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Nan Benally, M.C., American Probation & Parole Association, Crestwood, KY



Empowering Female Students of Color Through Mentorship

Horace Mann
150

Jerome Farrell, Ph.D., Lehigh University, Bethlehem, PA

Hsin-Hua Lee, Ph.D., Arcadia University, Glenside, PA

Minsun Lee, Ph.D., Seton Hall University, South Orange, NJ

#metoo and the sociocultural shift of masculinity

Horace Mann
424

Éva Nicolas, M.A., American School of Professional Psychology at Argosy University, Alameda, CA

Carol Lopez, M.A., American School of Professional Psychology at Argosy University, Alameda, CA

"Your very existence is an act of rebellion": Promoting mentorship of women academics of color

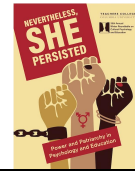
Horace Mann
234

Leanice Smith, M.A., LPC, NCC, Montclair State University, Piscataway, NJ

Angela Sheely-Moore, Ph.D., Montclair State University, Montclair, NJ

Muninder Ahluwalia Ph.D., Montclair State University, Montclair, NJ

Sherlene Ayala, M.S., Montclair State University, Montclair, NJ



Horace Mann
432

***Trauma-Informed Approaches to Fostering Resiliency
Among Community Members Engaged in Violence
Prevention Work***

Christopher Thompson, M.A., Ed.S., Seton Hall
University, South Orange, NJ

Nathaniel Burkard, Newark Community Street Team,
Newark, NJ

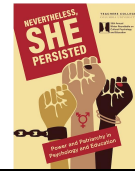
Lakeesha Eure, MA, Newark Anti-Violence Coalition,
Newark NJ

Zankel Hall
214

***The Betrayal of Silence: Addressing the Layers of our
Dirty Little Secret***

Ebony White, Drexel University, Willow Grove, PA

Sailume Walo-Roberts, Montclair State University,
Maplewood, NJ



10:30AM – 12:30 PM

Workshops

Resistance & Resilience Against Power & Control: Strategies to Explore Intimate Partner Violence from a Trauma Informed Lens

Grace Dodge
Hall 359

Kenya Crawford, M.A., Ed.M., MHC-LP, Steps to End
Family Violence, New York, NY

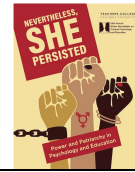
Shelly Gill, LMHC, Steps to End Family Violence, New
York, NY

AREAS OF FOCUS:

- Violence
- Practice-Focused

DESCRIPTION:

This workshop offers ways to provide clinical support in an empowering and trauma-informed manner. STEPS to End Family Violence offers a variety of trauma-informed, anti-oppressive programming focused on the prevention of intimate partner violence; advocacy and healing for survivors and children impacted by abusive partner behavior; advocacy and activist efforts designed to transform the rhetoric and institutions that sustain such violence, as well as training and education intended to increase awareness of the epidemic of gender-based violence. Clinicians from the STEPS team understand that while intimate partner violence can impact anyone, we know that an individual's marginalized identities put them at greater risk. Women fighting patriarchy, the LGBTQ population fighting homophobia, people in poverty fighting classism all have struggles tackling and dismantling power and privilege. During this workshop we will explore how to navigate these identities, many of which intersect to create unique challenges for people experiencing or healing from trauma. Given that intimate partner violence disproportionately impacts women, we will cover the impacts of gender based violence but also the power and resilience of women who have persisted against their abusers.



Grace Dodge
Hall 361



"Nonetheless, We Insisted: Experiences and Strategies to Resist Influences of Power, Patriarchy and Gender Inequity"

Robbin Rasbury PsyD, John F. Kennedy University,
Pleasant Hill, CA

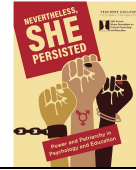
Matthew Mock PhD, John F. Kennedy University,
Pleasant Hill, CA

AREAS OF FOCUS:

- Women
- Intersectionality

DESCRIPTION:

We live in times where there are continuous and pervasive injustices and inequities against women and their allies. Pervasive oppression and mistreatment of women are readily apparent with continued unequal pay for same work, sexual harassment in the workplace, overt sexism, and patriarchy used to dominate and control. These are all challenges women encounter on a daily basis. What have experiences been like in psychology and education? Have experiences changed or remained the same? The presenters will share decades of their experiences as psychology faculty, as a psychology program chair, practitioners, mentors. Intersectional identities as an African American female and Chinese American male will be interwoven into the presentation. We will also draw upon events such as the Women's March and individuals in the public sphere to underline proactive movements to resist power and patriarchy to achieve equity. Demonstrations of personal resolve and resilience inform effective social practices. The objectives of workshop are to: 1) given struggles of misogyny, sexism and gender-based inequities in current times, to identify, reassert foundations for awareness for understanding the roots of difficult interactions and conversations related to social injustices; 2) increase awareness and understanding of the dynamics of difference including discrimination against women, intersections of race with gender and how they exist in individual, relational and societal contexts currently. 3) build personal, professional awareness and appreciation through participant narratives in current times regarding pervasive, repeated societal oppressions including sexism and understanding power differentials in society; 4) with a stance that the political is personal is professional: to improve participants' abilities to incorporate difficult dialogues and acts regarding social justice, privilege, alliance building, and strategic compassion directly in their work related to the topic.



Grace Dodge
Hall 362

Radical Listening

Carol Gilligan, Ph.D., NYU, New York, NY

Naomi Snider, LLM, NYU/ William Alanson White
Institute, Brooklyn, NY

Jacqueline Cruz, Ed.M., NYU, New York, NY

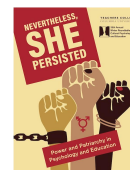
Noor Jones-Bey, NYU, New York, NY

AREAS OF FOCUS:

- Education/Teaching
- Research-focused

DESCRIPTION:

A workshop led by Carol Gilligan and scholar/practitioners (from psychology, sociology and education) on the socially transformative power of "Radical Listening". Being from the Latin word meaning root, Radical Listening is a method of listening, which goes to the core of a person's inner world, unearthing what they actually think and feel, rather than what they know they are supposed to say. It is a way of listening, which provides resonance to those voices, which resist and are often silenced by the dominant patriarchal narrative. Our starting point is the Listening Guide: a method of collecting and analyzing qualitative data, first developed by Dr. Gilligan in the 1990's and refined over the following decades. The Listening Guide is both a method (a formal way of listening) and a methodology (based on a distinctive epistemology and psychological logic). In terms of the former it is a way of listening "which tunes our ear to the multiplicity of voices that speak within and around us, including voices that speak at the margins and those which in the absence of resonance or response, tend to be held in silence." (Gilligan & Eddy, 2017). This method is based on a set of assumptions about human relatedness and psychological processes. The grounding premise is that as humans we are fundamentally relational beings and that our social and cultural frameworks affect what can be spoken or heard and on some level even known. Seen in this light emotionally responsive listening becomes integral to breaking the walls of dissociation and discovering those voices that, without resonance, tend to be held in silence or otherwise masked. This methodology counters traditional principles of epistemology that conflate objectivity with emotionally



detached rationality. The Listening Guide, in contrast is a method of listening which gives voice to ways of knowing that resist this distinctly patriarchal lens. This 2-hour workshop will present both the method and methodological dimensions of the Listening Guide: taking participants through the three-step process of listening and analyzing data and its theoretical underpinnings. We will present research, which has used the Listening Guide to explore the persistence of patriarchy, campus sexual assault and how these issues impact women's lives; how race, class and gender impact roles of "ancillary staff" in educational institutions - focusing on how use of the listening guide was transformational in our work. We hope to engage participants in questioning how we formulate a "real question" how we listen to other people's narratives and how this way of listening alters what we hear or don't hear as researchers, clinicians, and in our everyday lives.

Grace Dodge
Hall 365

I Know Why the Black Adolescent Girl Sings: How Teacher Educators and Trainers can Address Exclusionary Discipline Practices and Teacher Bias against School-aged Black Girls

Imani Wiltshire, B.A., MS.Ed., Howard University,
Takoma Park, MD

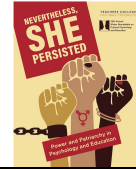
Ivory Toldson, Ph.D., Howard University, Washington,
DC

AREAS OF FOCUS:

- Criminalization
- Education/Teaching

DESCRIPTION:

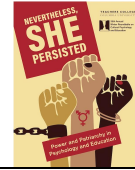
Black girls represent sixteen percent of the American student population and they are more likely to receive disciplinary action than White females. Black girls are more likely to be suspended, three times more likely to be arrested, two times more likely to receive a referral and one time more likely to receive physical restraint in schools, than White girls. Several cases have received national attention underscore the need to address biases against Black girls in school. In 2012, Salecia



Johnson, a six-year old kindergarten student was handcuffed for throwing a temper tantrum. Teachers and administrators described their decision as "The only way to protect her from herself and others." In 2016, a sixteen-year-old student in South Carolina was arrested for disobeying a teacher's request to put her cell phone away. After the student refused to comply with school administrators, a school resource officer tackled her to the ground before arresting her. Black girls' experience with discrimination and exclusionary discipline policies is a burgeoning civil rights issue. In theory, school discipline practices penalize Black girls' resistance to western standards of white femininity. A study published by Georgetown Law's Center on Poverty and Inequality, showed that Black girls as young as five are perceived as less innocent and more adult like than white girls. As a result, Black female students' self-advocacy results in rising suspension rates and disempowerment. Training education stakeholders in cultural competent practices can decrease Black girls' exposure to racism and discrimination in school discipline. This workshop uses and Positive Behavior Supports as a framework for successful behavioral intervention models. Black Feminist Theory redefines the Black woman narrative, dismantle oppressive systems that create gender oppression, and integrate intellectual thought, political activism and cultural heritage to resist against discrimination. Positive Behavioral Supports aims to reduce reinforcement of negative behavior, and understand environmental factors that contribute to an individual's response to the environment. This workshop will provide educational stakeholders with practical tools to assess their school culture, respond to common behavioral issues, and help to apply a humanistic approach to student disobedience.

12:30 PM – 1:30 PM LUNCH

On campus dining services are offered by CulinArt in the Grace Dodge Dining Hall, which is located on the ground level of Grace Dodge Hall. There is a variety of offerings including a Fresh Made to Order Salad Bar, NY Style Deli, Daily Soups, Cooked to Order Grill, Hot Entrees & Brick Oven Pizza. Wide selections of Vegetarian Options are also available. In addition, restaurant



suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions with peers.

1:30 PM – 2:30 PM
**KEYNOTE
ADDRESS**

Social justice mentoring and scholarship: Building a community of leaders and advocates

Cowin
Auditorium
(147 Horace
Mann)



Arpana G. Inman, Ph.D., Chairperson of the
Department of Education and Human Services and
Professor in Counseling Psychology at Lehigh
University

2:30 PM – 3:30 PM
Symposia

Invisible Women: Microaggressions Targeting First/Birth Mother's Experiences in Adoption

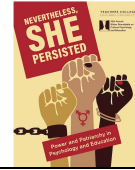
Horace Mann
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Amanda Baden, PhD, Montclair State University, New
York, NY

Alfonso Ferguson, MA, LMHC Montclair State
University, Montclair, NJ

Elliott Harrington, MA, Montclair State University,
Montclair, NJ

Leanice Smith, MA, LPC, NCC, Montclair State
University, Montclair, NJ



Persisting in Academia: The Experiences of Students and Faculty of Color in Psychology

Grace Dodge
Hall 547

Shannon Hughley, B.A., University of Massachusetts
Boston, Boston, MA

Jeannette Mejia, B.A., University of Massachusetts
Boston, Boston, MA

Jennifer Martinez, M.A., University of Massachusetts
Boston, Boston, MA

Broderick Sawyer, B.A., University of Louisville, Port
Jefferson, NY

Roxanne Donovan, Ph.D., Kennesaw State University,
Kennesaw, GA

Tahirah Abdullah, Ph.D., University of Massachusetts
Boston, Boston, MA

2:30 PM – 3:30 PM

Papers

A Transformative and Intersectional Interview Guide for Sexual Abuse Disclosure

Veronica R Barrios, M.A., Montclair State University,
Montclair, NJ

Grace Dodge
Hall 365

Breaking the Silence: Psychotherapy as a Form of Resistance, Reflexivity & Liberation

O'Shan D Gadsden, Ph.D., Central State Hospital,
Richmond, VA

Grace Dodge
Hall 369

2:30 PM – 3:30 PM

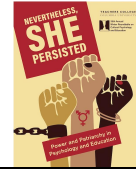
Roundtables

Teen Moms: Transforming and Empowering their Futures

Akilah Reynolds, PhD, Children's Hospital Los
Anegeles, Los Angeles, CA

Marquita Stokes, PhD, Children's Hospital Los
Anegeles, Los Angeles, CA

Grace Dodge
Hall 452



Western paternalism, anti-Muslim prejudice & Muslim women in the United States

Grace Dodge
Hall 457

Lamise Shawahin, PhD, Governors State University,
University Park, IL

Ayse Ikizler, PhD, St. Mary's College of Maryland, St.
Mary's City, MD

Power and Patriarchy for Graduate Student Instructors in College Classrooms

Grace Dodge
Hall 461

Christina Thai, M.S., University of Maryland, College
Park, MD

Seini O'Connor, M.Sc., University of Maryland,
Washington DC, DC

Ha Rim "Lydia" Ahn, B.A., University of Maryland,
Silver Spring, MD

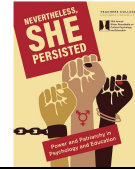
Katherine Morales, B.A., University of Maryland,
College Park, MD

Intersectionality, Transborder Work, and Social Justice

Grace Dodge
Hall 541

Darien Combs, M.Ed., University of Oregon, Eugene,
OR

Bryan Rojas-Araúz, M.S., University of Oregon,
Eugene, OR



Colorful Voices among Brown Feminist Leaders: Our Vulnerability, Humility, and Creativity

Horace Mann
140

Yunkyoung Garrison, The University of Iowa, Iowa City, IA

Samantha Brown, The University of Iowa, Newark, DE

Nikki Grunewald, The University of Iowa, Iowa City, IA

Rosaline (Ching-Lan) Lin, The University of Iowa, Iowa City, IA

Sara Heshmati, The University of Iowa, Iowa City, IA

3:30 PM – 4:30 PM

Symposia

Invisible Minorities: Experiences of Arab, Middle Eastern, North African, and South Asian American Women.

Horace Mann
138

Laila Abdel-Salam, Ed.M., Teachers College, Columbia University, New York, NY

Rachel Rifkin, Ed.M., Teachers College, Columbia University, New York, NY

Selma Zaki, M.A., Teachers College, Columbia University, New York, NY

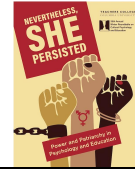
Ranjana Srinivasan, Ed.M., MT-BC, Teachers College, Columbia University, New York, NY

Sarah Alsaidi, Ed.M., Teachers College, Columbia University, New York, NY

Anjali Jacob, M.A., Teachers College, Columbia University, New York, NY

Supporting Community Resources and Healers: We All Really Matter (W.A.R.M.) and InCLab

Horace Mann
424



Stephanie McGraw, New York, NY

Randolph Scott-McLaughlin II, M.A., Teachers College
Columbia University, New York, NY

Nyrah Madon, Teachers College Columbia University,
New York City, NY

Laura Smith, Ph.D., Teachers College Columbia
University, New York, NY

3:30 PM – 4:30 PM

Papers

***An Intersectionality Framework for Teaching Social
Justice in Counseling Psychology Program***

Horace Mann
140

Britney Brinkman Ph.D., Chatham University,
Pittsburgh, PA

Patricia Donohue Ph.D., Chatham University,
Pittsburgh, PA

***Will This Be Me? A Qualitative Exploration of Black Cis-
gendered Female Graduate Students' Experiences
Witnessing Microaggressions toward Black Women
Faculty***

Horace Mann
144

Eddie Burks, M.Ed., Adler University Chicago, Chicago,
IL

Jessica Gottlieb, M.A., Adler University Chicago,
Chicago, IL

Kia Watkins, M.A., Adler University, Chicago, IL

Michelle Pigott, M.A., Adler University Chicago,
Chicago, IL

Rabiatu Barrie, Ph.D., Adler University Chicago,
Chicago, IL

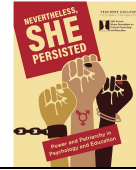
3:30 PM – 4:30 PM

Roundtables

#MeToo Movement - Opportunities and Challenges

Horace Mann
148

Anne Renaud, M.A., Teachers College Columbia
University, New York, NY



Finding Psychology In Gender Inequality

Horace Mann
150

Nandita Sharma, B.A., Teachers College, Columbia
University, Edison, NJ

***Roundtable Discussion On Resistance Against Racism
and Sexism Among Women of Color***

Horace Mann
152

Noor Tahirkheli, B.A., University of Massachusetts
Boston Clinical Psychology, Quincy, MA

Darrick Scott, B.A., University of Massachusetts
Boston Clinical Psychology, Boston, MA

Esthanette Reid, B.A., University of Massachusetts
Boston, Boston, MA

Tahirah Abdullah, Ph.D., University of Massachusetts
Clinical Psychology, Boston, MA

***Body Policing: Cultivating Space for the Experiences of
Harassment Among Marginalized People***

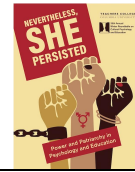
Horace Mann
234

Lakesha Winley, M.A., Illinois School of Professional
Psychology, Chicago, IL

Syeda Rahmani, B.S., Illinois School of Professional
Psychology, OAK PARK, IL

Amanda Weaver, B.A., Illinois School of Professional
Psychology, Chicago, IL

Blake Bettis, B.S., Illinois School of Professional
Psychology, Chicago, IL



Grace Dodge
Hall 359

2:30 PM – 4:30 PM

Workshops

Culturally and Structurally-Competent Care with Forced Migrants who have Trauma and Torture Histories

Robert Cox Jr., M.A., Teachers College, Columbia University, New York, NY

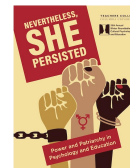
Jesika Asaro, Ed.M., Fielding Graduate University, New York, NY

AREAS OF FOCUS:

- Immigration
- Practice-Focused

DESCRIPTION:

The United Nations High Commissioner for Refugees (2017) indicates a record high of more than 65.5 million individuals around the world displaced due to conflict in their native countries within the past year, and reports at least 3 million of these individuals were resettled in the U.S. There are an additional estimated 13 million immigrants in the U.S. without authorization. What many of these individuals have in common is forced migration. Routes of entry include refugee resettlement programs, valid visas which eventually expire, and unauthorized entry by water or land. In a review of mental health disorder prevalence and interventions with forced migrants, authors found that rates of PTSD, depression, and anxiety range from 30% to 100% with large gender disparities and with almost all individuals reporting some form of trauma or torture (Turrini et al., 2017). As such, all mental health clinicians are likely to encounter forced migrants with a trauma or torture history requiring culturally and structurally-competent care. Forced migrants often present for medical and psychological care with trauma and torture histories related to immigration journeys, sexual violence, political violence, religious violence, and sexual orientation and gender identity-based violence (Akinsulure-Smith, 2012; APA, 2010; Ryan, Kelly, & Kelly, 2009). Upon arrival to the United States, such individuals encounter barriers to medical and psychological care, including an anti-immigrant sociopolitical climate (Turrini et al., 2017), an inability to access care due to limited resources (APA, 2010), stigma surrounding mental health (Smith, 2018), and culturally and linguistically incompetent healthcare systems and clinicians (Jacobs, Diamond, & Stevak, 2010). As such, a trauma-informed approach that tends to the whole person by coordinating care across medical, social, legal, psychological, and psychiatric domains is necessary (Smith, in press). Utilizing evidence-based models of trauma-informed



care and drawing from lessons gained through direct service in a clinic for asylum-seeker survivors of torture housed in a public hospital, the 2-hour workshop will provide participants with an overview forced migration and the unique ways that trauma presents for such individuals; will provide an understanding of how power and patriarchy contribute to gender disparities in psychological outcomes for forced migrants; will share best practices to provide culturally and structurally-competent clinical care through interpreters within an interdisciplinary setting; and will lead experiential activities to equip clinicians with the skills necessary to assess, diagnose, and treat forced migrants.



Just like Water... Surviving and Thriving as a Woman of Color Moving Through the Academy.

Grace Dodge
Hall 361

Marcelle Mentor, Ph.D., The College of New Rochelle,
New York, NY

Juhanna Rogers, Ph.D., University of Indiana,
Syracuse, NY

Monika Son, Ph.D., John Jay College, New York, NY

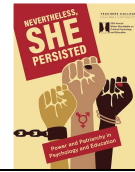
Alexis McLean, Ed.D., Medgar Evers College, Brooklyn,
NY

AREAS OF FOCUS:

- Women
- Activism

DESCRIPTION:

In comparison to their male colleagues, women pursuing masters and doctoral degrees have lower retention rates. When compared to their white counterparts, women of color take longer to finish their degrees due to marriage and raising families. For many women of color pursuing graduate degrees, the intersection of gender and race overwhelmingly colors their experience(s) in academia, and thus, their life narrative. This workshop focuses on 4 women (two Black, one Afro-Latina & one Black South African) who managed motherhood, while employed full-time and pursuing a doctorate degree. Presenters will discuss contrasts between the spaces in which they worked and the institution where they obtained their doctorates. Terms



such as "outsider within" and "imposter syndrome" will be explored to provide strategies for women of color who experience the duality of being invited into academic spaces while simultaneously being rendered invisible. Our work regarding the experience(s) of Black and Brown women in graduate programs is grounded in the following frameworks/concepts: Matrix of Domination (Collins) Highlights the interconnectedness of race, class, and gender. The prevalence of each identity is based upon the context in which one exists - The "outsider-within" (Collins). Individuals in unique locations who appear to be members of the dominant group, and not necessarily enjoy all the experiential benefits afforded to others - Critical Race Theory (Bell, Crenshaw, Ladson-Billings, Solorzano) The workshop hopes to provide encouragement and support to Black and Latina women in graduate programs or considering it; while also painting a realistic picture of challenges faced by Black and Latina women who choose to do so. The workshop will offer a space for writing and reflection; practical application for physical and emotional self-care; with tangible takeaways.



13 Reason Why: A Mental Health Perspective on the Glamorization of Suicide

Grace Dodge
Hall 449

Sergio Washington, M.S., Argosy University,
Clinton, MD

Don Trahan Jr., LPC, LPCC, LHMC, NCC, ACS,
Argosy University, Arlington, VA

Marsha Riggio, PhD, LCP-S, NCC, Argosy
University, Arlington, VA

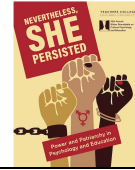
Felicia Pressley, PhD, LPC, NCC, Argosy
University, Arlington, VA

Leondard Chester, A.A., Temple University,
Philadelphia, PA

AREAS OF FOCUS:

- Mental Health
- Community Wellness

DESCRIPTION:



13 Reasons Why is an international bestseller and Netflix sensation. The series revolves around 17-year-old Hannah Baker, who takes her own life and leaves behind audio recordings for 13 people who she says in some way were part of why she killed herself. Each tape recounts painful events in which one or more of the 13 individuals played a role. Information about the epidemiology of such behavior is important for policy-making and prevention. Suicide is a complex phenomenon, thus, the prevention of it needs to be tailored accordingly. Prevention can occur on both the individual and societal level, with the most effective strategies being a combination of efforts. The session will examine the glorification depicted in the art, draw together key evidence, resources and group discussions as an opportunity to provide feedback on the resources communities need to support their youth.



Orgullo Latinx: Working with our sexual and gender diverse familia

Grace Dodge
Hall 362

Zully Rivera Ramos, Ph.D., University of Florida
Counseling & Wellness Center, Gainesville, FL

Amanda Lawson-Ross, Ph.D., University of Florida
Counseling & Wellness Center, Gainesville, FL

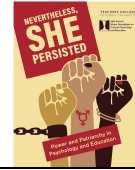
Carlos Hernandez, Ph.D., University of Florida
Counseling & Wellness Center, Gainesville, FL

AREAS OF FOCUS:

- LatinX
- LGBTQIAP POC

DESCRIPTION:

In the midst of socio-political issues prevalent within the Latinx community in the U.S.; sexual and gender oppression concerns are often neglected, leading to a climate of invisibility and silence regarding the experiences of marginalized sexual and gender diverse Latinx individuals (Rivera-Ramos, Oswald, & Buki, 2015). Sexual and gender diverse individuals of Latinx descent have unique challenges in how they experience and internalize oppression (Manalansan, 1996; Muñoz-Laboy, Leau, Sriram, Weinstein, del Aquila, & Parker, 2009; Rivera-Ramos et



al., 2015; Velez, Moradi, & DeBlaere, 2014; Zea, Reisen, & Poppen, 1999). The Pulse massacre and its aftermath are a tragic example of the complexity of these challenges. This workshop attempts to address the complexity of these intersecting experiences to promote culturally responsive interventions. In fact, research suggests that many psychologists lack or had insufficient training on sexual, gender, and Latinx concerns; limiting their awareness, knowledge, and skills in serving individuals with these intersecting identities (Velez et al., 2014; Zea et al., 1999). This 3-hour workshop will address this gap and discuss these intersecting identities in the context of common cultural values (e.g., familismo, respeto, & fatalismo) among the Latinx community (Edwards & Cardemil, 2015). In this interactive workshop we will engage in experiential activities to define concepts, discuss clinical case scenarios, watch videos, and create an individual action plan to advocate for individuals with these intersecting identities. Participants will learn and apply specific skills in working with Latinx sexual and gender diverse clients. The learning objectives for participants include: 1. Discuss the intersections of gender, sexual, and Latinx Identities. 2. Assess the experiences of Latinx individuals with marginalized sexual and gender diverse identities. 3. Identify Latinx cultural values and how these may impact the experiences of sexual and gender diverse Latinx individuals.

4:30 PM – 5:30 PM

Symposia

"Not 'Model' and Still Treated as 'Minority': Asian Women Resisting Patriarchy, Power and Gender-Based Biases

Matthew Mock, Ph.D., John F. Kennedy University,
Pleasant Hill, CA

Qingyi Yu, Ph.D., State University of New York,
Oneonta, Oneonta, NY

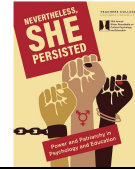
Helen Teng, M.S.N., University of Pennsylvania,
Philadelphia, PA

Grace Dodge
Hall 369

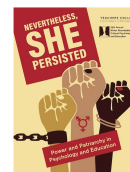
Misogyny and Motherhood: Conflicting Demands and Expectations Regarding A Woman's Role As Student, Mother, and Clinician

Courtney Brown, B.S., Regent University, Chesapeake,
VA

Grace Dodge
Hall 449



4:30 PM – 5:30 PM	<i>Crystal Moon Rising: A First Nations Woman's Transformation from a Life of Trauma to a Life of Activism</i>	Zankel Hall 214
Papers	Elliotte Harrington, M.A. , Montclair State University, Glen Rock, NJ	
	<i>Gendered Pathways to Treatment for Afro-Caribbean Women & Girls</i>	Zankel Hall 406
	Norissa Williams, Ph.D. , NYU, New York, NY	
	Kailyn Lynch, B.A. , NYU, New York, NY	
	Jasmine Belvin, B.A. , NYU, New York, NY	
	Corey Bryant, B.A. , NYU, New York, NY	
4:30 PM – 5:30 PM	<i>"I Don't Even Know Anymore": Supervisors and Educators Reflect on the Role of Multicultural Psychologists in Trump's America</i>	Grace Dodge Hall 359
Roundtables	Allayna Pinkston PsyD , The Chicago School of Professional Psychology, Chicago, IL	
	Carmen Cruz PsyD , Texas Woman's University Counseling Center, Denton, TX	



Advancing Women's Careers in Academia: Gender, Power, and Privilege

Grace Dodge
Hall 361

Yubelky Rodriguez, M.A., Seton Hall University, South Orange, NJ

Corinne Datchi, Ph.D., Seton Hall University, South Orange, NJ

Noelany Pelc, Ph.D., Seton Hall University, South Orange, NJ

Dena Abbott, Ph.D., Louisiana Tech University, Ruston, LA

And We Rise: The Marginalization of Black Women in Psychology

Grace Dodge
Hall 362

Walter Stamp II, M.A., LGPC, Howard University, Washington, DC

Kristen Gayle, M.A., Ed.S., Howard University, Silver Spring, MD

Kevin Washington, Ph.D., Howard University, School of Education, Ocoee, FL

Kamilah Woodson, Ph.D., Howard University, Washington, DC

#MeToo #YouToo #UsToo: Sexual Harassment in Clinical Context

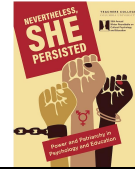
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424

Elizabeth Geiger, Ed.M., Teachers College, Columbia University, New York, New York, NY

Nick Bensmiller, Teachers College, Columbia University, New York, New York, NY

Melissa Brenman, M.A., Teachers College, Columbia University, New York, New York, NY

Aaron Breslow, M.Phil., Teachers College, Columbia University, New York, New York, NY



Anthea Chan, Teachers College, Columbia University,
Brooklyn, NY

Elizabeth Glaeser, Teachers College, Columbia
University, New York, New York, NY

Wei Motulsky, Teachers College, Columbia University,
New York, New York, NY

Aysegul Yucel, Teachers College, Columbia University,
New York, New York, NY

Melanie Brewster, Ph.D., Teachers College, Columbia
University, New York, New York, NY

Riddhi Sandil, Ph.D., Teachers College, Columbia
University, New York, New York, NY

***Staying Woke and Awake: Persevering as Minority
Women in Graduate School***

Horace Mann
424

Narolyn Mendez, Ed.M., Teachers College, Columbia
University, New York, NY

Sarah Alsaidi, Ed.M. Teachers College, Columbia
University, New York, NY

Cassandra Calle, B.A., Teachers College, Columbia
University, New York, NY

5:30 PM – 6:30 PM

KEYNOTE

ADDRESS



Being and Becoming Participatory: A Dialogue

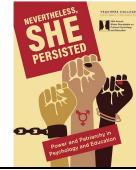
Cowin
Auditorium
(147 Horace
Mann)

The Civic Participation Project (CPP):

Yolanda Sealey-Ruiz, Ph.D., Teachers College,
Columbia University

Laura Smith Ph.D., Teachers College, Columbia
University

Lalitha Vasudevan, Ph.D., Teachers College,
Columbia University



6:30 PM – 8:30 PM

WINTER ROUNDTABLE RECEPTION & STUDENT POSTER SESSION

TC Cafeteria

We welcome you to attend a reception to honor the invited speakers and the recipients of the *Social Justice Action Award* and the *Janet E. Helms Award for Mentoring and Scholarship*.

Student Scholarship Poster Session

Thanks to Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, and Charlene M. Alexander, the editors of *The Handbook of Multicultural Counseling* (2010, 3rd edition), a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 43 scholarship recipients were selected based on their poster proposal submissions. This poster session is in honor of their work in the fields of cultural psychology and education.

We invite you to discuss students' scholarship and research in cultural psychology and education.

Walking in her shoes: Racial identities impact on the acculturation in women of color

Sara Ahmad, B.A., John Jay College of Criminal Justice, New York, NY

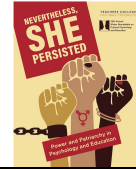
Tiara Vega, B.A., John Jay College of Criminal Justice, New York, NY

Nathalie Vargas, B.A., John Jay College of Criminal Justice, New York, NY

Silvia Mazzula, Ph.D., John Jay College of Criminal Justice, New York, NY

Treatment Response and Completion in Whites and People of Color within Cognitive Behavioral Group Therapy for People of Color

Lorraine Alire, B.S., University of Massachusetts, Boston, Boston, MA



Engaging Women's Voices: Student Perspectives on Intimate Partner Violence and Sexual Assault Services at a College Campus

Jose Arreola, M.A., California State University, Northridge, Los Angeles, CA

Tiffany M. Rice, Ph.D., East Los Angeles College, Monterey Park, CA

Substance Use and Dating Violence in a Nationally Representative sample

Natasha Basu, B.S., Teachers College, Columbia University, New York, NY

HIV Stigma in Botswana: Women, Prostitution and the Spread of HIV

Dai Cao, B.A., Columbia University, New York, NY

Haitisha Tushar, M.A., Teachers College, Columbia University, New York, NY

The Socialization of Self and Relationships among African American, Latino, White, and Asian American Mothers of Adolescent Daughters

Alexis Carrion, New York University, New York, N.Y.

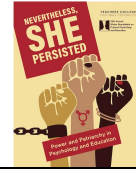
Esther J. Sin, M.A., New York University, New York, NY

Angelica Puzio, M.A., New York University, New York, NY

Anna Bennet, New York University, New York, NY

Courtney M. Jones, B.A., New York University, New York, NY

Jasmine Johnson, B.A., New York University, New York, NY



Niobe Way, Ph.D., New York University, New York, NY

The Role of General Coping Methods in Bisexual Women's Discriminatory Experiences and Psychological Distress

Raquel Craney, B.A., University of Missouri-Kansas
City, Kansas City, MO

Laurel Watson, Ph.D., University of Missouri-Kansas
City, Kansas City, MO

Jenna Brownfield, M.A., University of Missouri-Kansas
City, Kansas City, MO

Mirella Flores, M.A., University of Missouri-Kansas
City, Kansas City, MO

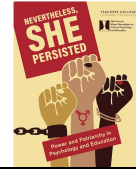
The Effect of Stigma Consciousness on the Interplay between Academic Motivation and Academic Performance among Female Collegiate Athletes

Eryn Delaney, M.Ed., Virginia Commonwealth
University, Richmond, VA

Nevertheless, They Persisted in Academia: Navigating Minority Identities as Faculty.

Nicole L. Johnson, PhD , Lehigh University,
Bethlehem, PA

Jerome Farrell, PhD, Lehigh University, Bethlehem, PA



Superwoman Schema and Perceived Stress in African American Women

Sandra Fanning, M.S., West Virginia University,
Morgantown, WV

Different Character Strengths Are Associated with Well-Being and Mental Distress in Heterosexual versus Lesbian, Gay, Bisexual, and Queer Individuals

Ariel A. Friedman, Ed.M., Teachers College, Columbia
University, New York, NY

Attitudes Toward Transwomen Survivors of Intimate Partner Violence

Alison Gurley, PsyD, Montefiore Medical Center, New
York, NY

Anonymous Internet Comments on Muslim Women in Hijab

Sara Heshmati, BS, University of Iowa, Iowa City, IA

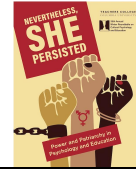
Rosaline Lin, M.Ed., University of Iowa, Iowa City, IA

Ramsey Ali, M.A., University of Iowa, Iowa City, IA

Nikki Mathur Grunewald, M.S., University of Iowa,
Iowa City, IA

Samantha Brown, B.A., University of Iowa, Iowa City,
IA

Saba Ali, Ph.D., University of Iowa, Iowa City, IA



***As She Perseveres: Examining The Role of Racial Identity
Status Attitudes and Somatization in Women of Color***

Shruthi Jayashankar, John Jay College of Criminal
Justice, New York, NY

Tiara Vega, B.A., J John Jay College of Criminal Justice,
New York, NY

Silvia L. Mazzula, Ph.D., John Jay College of Criminal
Justice, New York, NY

***Factors that influence academic success among African
American college women: The impact of African
American acculturation and religiosity***

Monica J. Johnson, B.S., University at Buffalo, SUNY,
Tonawanda, NY

Amy L. Reynolds, Ph.D., University at Buffalo, SUNY,
Tonawanda, NY

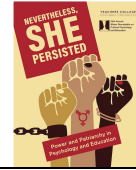
***Gendered Racial Microaggressions Against Asian
American Women: Development and Initial Validation
of the Asian American Women Microaggressions
Inventory (AWMI)***

Brian TaeHyuk Keum M.A., University of Maryland-
College Park College Park, Maryland

***The Effect of Conformity to Feminine Norms on
Women's Food Consumption after a Negative Mood
Induction***

Thomas Le, B.A., University of Maryland, College Park,
Greenbelt, MD

Catherine Forestell, Ph.D., The College of William and
Mary, Williamsburg, VA



Black Women's Sanity: The Relationship Between Social Support and Depression among Black Women.

Esprene Liddell-Quintyn, M.A., University of Miami,
Miami, FL

A Systematic Review of the Risk Factors of Depression Among Adult Women in Pakistan

Mahnoor Maqbool, M.A., Teachers College, Columbia
University, New York, NY

Diverse Females in Higher Education: Cultivating Optimism and Self-Efficacy

Leslie Perez, B.A., Seton Hall University, South Orange,
NJ

Noelany Pelc, Ph.D. LP, Seton Hall University, South
Orange, NJ

Her Voice is Her Power: Immigrant Women Persisting and Resisting the Inhumanity of Detention

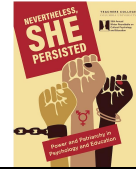
Jessica G. Pérez Chávez, B.A., University of Wisconsin-
Madison, Madison, WI

Chelsea Parker, M.A., The Chicago School of
Professional Psychology, Chicago, IL

Claire Manley, B.A., The Chicago School of
Professional Psychology, Chicago, IL

Nayeli Y. Chávez-Dueñas, Ph.D., The Chicago School
of Professional Psychology, Chicago, IL

Hector Y. Adames, PsyD, The Chicago School of
Professional Psychology, Chicago, IL



***Gender Differences in Psychopathology and Treatment
Engagement among Immigrant Survivors of Torture***

Celeste Poe, LMFT, Palo Alto University, South San
Francisco, CA

Mercedes Palacios, LMFT, Palo Alto University, South
San Francisco, CA

#ShePersisted: #MeToo, Mental Health & Change

Teresa Rigney, M.A., Seton Hall University, South
Orange, NJ

Sandra Lee, Ph.D., Seton Hall University, South
Orange, NJ

***When History Fails, Music Speaks: AfroLatina Women's
Narratives of Oppression and Persistence Through
Music***

Shanna N. Smith, M.A., The Chicago School of
Professional Psychology, Chicago, IL

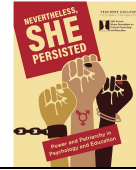
Silvia P. Salas-Pizaña, M.A., University of Wisconsin-
Milwaukee, Milwaukee, WI

Karen Bugarin, B.S., The Chicago School of Professional
Psychology, Chicago, IL

Denisha Maddie, B.A., The Chicago School of
Professional Psychology, Chicago, IL

Hector Y. Adames, PsyD, The Chicago School of
Professional Psychology, Chicago, IL

Nayeli Y. Chavez-Dueñas, Ph.D., The Chicago School of
Professional Psychology, Chicago, IL



Melissa vs. Xiu Ying: Who gets to see a counselor?

Rajni Sharma, B.S., University of Maryland, College Park, Greenbelt, MD

Brian Tae Hyuk Keum, M.A., University of Maryland, College Park, Greenbelt, MD

Jamie C. Welch, M.A., Med, University of Maryland, College Park, Greenbelt, MD

Collin N. Vernay, B.S., B.A., University of Maryland, College Park, Greenbelt, MD

Stephanie Yee, B.A., University of Maryland, College Park, Greenbelt, MD

Richard Q. Shin, Ph.D, University of Maryland, College Park, Greenbelt, MD

Choosing to be Childfree: Exploring the Experiences of Black, Hispanic, and Latina Women

Melda Uzun, MS.Ed, MPH, Fordham University, New York, NY

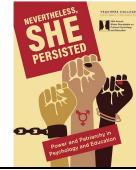
Merle Keitel, Ph.D., Fordham University, New York, NY

Gentry Torell, MS.Ed., Fordham University, New York, NY

Liat Zabudovsky, B.A., Fordham University, New York, NY

Abigail Harris, Ph.D., Fordham University, New York, NY

Joseph Ponterotto, Ph.D., Fordham University, New York, NY



***Physical dating violence and self-care health behaviors
in adolescents***

Melissa Sweeney, B.S., Teachers College, Columbia
University, New York, NY

Against the Odds: Latinas Seeking Help

Tiara Vega, B.A., John Jay College of Criminal Justice,
New York, NY

Shruthi Jayashankar, B.A., John Jay College of
Criminal Justice, New York, NY

Nathalie Velasco, B.A., John Jay College of Criminal
Justice, New York, NY

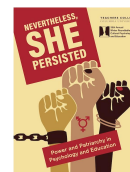
Silvia Mazzula, Ph.D., John Jay College of Criminal
Justice, New York, NY

The Psychological Impact of Hair Loss on Black Women

Camille A. Warner, B.S., Howard University,
Washington, DC

Liana Preudhomme, University of Florida

Afiya Mbilishaka, PhD, University of the District of
Columbia



SATURDAY, FEBRUARY 24, 2018

****For security reasons, please have your badge visible at all times of the conference****

8:00 AM – 8:50 AM	Registration & Refreshments	Grace Dodge Hall 177 & 179
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8:00 AM – 4:00 PM	Book Fair	Trustee's Room (Zankel Hall 109)
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Please visit the **Book Fair** located in The Trustee's Suite (located on the first floor of Zankel Hall). The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.

9:00- 10:00 AM	<i>"Just call me by my name": Moving beyond affirmation within trans allyship</i>	Horace Mann 144
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Symposium

Donna-lyn Braun, Xavier University,
Cincinnati, OH

Shivani Seth, Cincinnati, OH

Samantha Mathews, Xavier University,
Cincinnati, OH

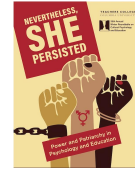
	<i>Persisting Through Systemic Barriers: Building Access to Mental Health Care for Latina/o/x Communities</i>	Horace Mann 148
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Mariel Buque, Teachers College - Columbia
University, Belleville, NJ

Elizabeth Fraga, Teachers college, New York,
NY

Marie Miville, Teachers College, Columbia
University, New York, NY

Morgan Siegel, Northern Manhattan
Improvement Corporation/Teachers College,



Columbia University, Woodside, NY

Dinelia Rosa, Teachers College, Columbia
University, Fair Lawn, NJ

Horace Mann 150

***Women's Empowerment Group - Strength In
Numbers***

Jessica Mlecz, Ramapo College of New Jersey,
Mahway, NJ

Marianne Dunn, Ramapo College of New
Jersey, Mahwah, NJ

9:00-10:00 AM
Papers

***Learning for a Change: Integrating Social
Work, Critical Literacy and Feminist Practices
for Education and Empowerment***

Grace Dodge Hall
369

Jaye Jones, Lehman College - Institute for
Literacy Studies, Bronx, NY

***Interrogating Sexual Agency and Embodiment
in a Neoliberal Context***

Grace Dodge Hall
449

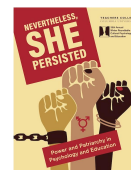
Julie Koven, University of Massachusetts
Boston, Boston, MA

Sharon Lamb, University of Massachusetts
Boston, Boston, MA

What's Wrong with Mammy?: The HNIC

Grace Dodge Hall 452

Ebony White, Drexel University, Willow
Grove, PA



Horace Mann 234

With life's Lemons, She Made More Than Lemonade: Bronfenbrenner's Bioecological System and a Case Study of Resilience

Tashica Halyard, University of the District of Columbia Silver Spring, MD

9:00 AM - 10:00 AM
Roundtables

Difficult Dialogues: Feminism and Religion in Psychotherapy and Education

Grace Dodge Hall
457

Nisha Bhatt, Lehigh University, Bethlehem, PA

Sara Beachy, Lehigh University, Fountain Hill, PA

Chris Liang, Lehigh University, Bethlehem, PA

Marli Corbett, Lehigh University, Catasauqua, PA

The Current State of Sex Education: What Needs to Change

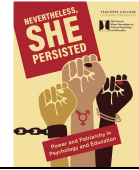
Grace Dodge Hall
461

Melissa Brenman, M.A., Teachers College, Columbia University, Brooklyn, NY

Anika Alix, Teachers College, Columbia University, New York, NY

Emily Hunt, Teachers College, Columbia University, Manhattan, NY

Joan Choi, Teachers College, Columbia University, New York, NY



When your own let you down: Gender and feminism in allyship

Grace Dodge Hall
541

Elizabeth Glaeser, Teachers College,
Columbia University, Brooklyn, NY

Wei Motulsky, Teachers College, Columbia
University, New York, NY

Nick Bensmiller, Teachers College, Columbia
University, New York, NY

Contextualizing trauma: Toward incorporating feminist principles into a cognitive approach to trauma therapy with survivors of sexual violence.

Grace Dodge Hall
547

Brandeis Green, Atlanta Veteran's
Administration Medical Center, Atlanta, GA

Christina Bernstein, Atlanta Veteran's
Administration Medical Center, Atlanta, GA

Erasing the Effort of Women in Social Activist Movements; Responding to Patriarchy and Rewriting the Narrative

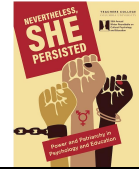
Horace Mann 140

Christina Douyon M.A., Boston College,
Lynch School of Education, Boston, MA

Kiara Manosalvas M.A., Boston College,
Lynch School of Education, Boston, MA

Jonathan Sepulveda, LMHC, Boston College,
Lynch School of Education, Boston, MA

Courtney Dunne, M.A., Boston College,
Lynch School of Education, Boston, MA



Horace Mann 138

***Persisting Through Religious Patriarchy-Could
God be a Woman?***

Alyssa Joiner, University of Missouri-Kansas
City, Kansas City, MO

Shavern Browne, University of Missouri-
Kansas City, Tampa, FL

10:00- 11:00AM

Symposium

***Promoting Sexual Health in Black Girls: A
Community Collaboration to Culturally Adapt
an Evidence Based Intervention***

Grace Dodge Hall
369

Kathy Burlew Ph.D, University of Cincinnati,
Cincinnati, OH

Donna Shambley PhD, RN, CTN-A,
University of Cincinnati, Cincinnati, OH

Danni Lanaway M.S., University of
Cincinnati, Cincinnati, OH

Caravella McCuistian M.S., University of
Cincinnati, Cincinnati, OH

***Consent: What can we learn from alternative
sexual communities?***

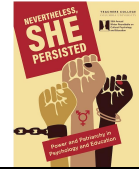
Grace Dodge Hall
449

Anthea Chan, Teachers College, Brooklyn, NY

Melissa Brenman, M.A., Teachers College,
New York, NY

***A Changing Country: The Need for Feminist-
Informed Techniques for Refugees and***

Horace Mann 148



Immigrants

Sarajane Rodgers, MSc, Antioch University
New England, Keene, NH

Katherine Lambos, BA, Antioch University
New England, Keene, NH

Fazeela Mohammed, MS, Antioch University
New England, Keene, NH

Dana Vitrano, BA, Antioch University New
England, Keene, NH

Lauren Weisberg, MS, Antioch University
New England, Keene, NH

10:00-11:00 AM ***Black Girls Are Everything!*** Horace Mann 152

Papers

Keyona Allen, Virginia Commonwealth
University, Richmond, VA

Stephanie Wilson, Virginia Commonwealth
University, Richmond, VA

Christina Barnett, Virginia Commonwealth
University, Richmond, VA

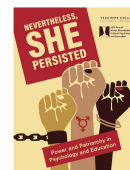
***Feminist perspectives on counseling for career,
work and relationship*** Horace Mann 234

Sue Motulsky Ed.D., Lesley University,
Maynard, MA

***Psychological Mediators of the Relationship
between Intimate Partner Violence and Sexual Risk
Behavior among Lesbian, Gay, Bisexual,
Transgender, and Queer Individuals*** Horace Mann 424

Jillian Scheer, Boston College, Bronx, NY

Nadav Antebi-Gruszka, City College of New
York, New York, NY



***The Intersection of Gender and Queer
Microaggressions***

Horace Mann 431

Stephanie DiZenzo-Priestley, Montclair
State University, Tinton Falls, NJ

Alfonso Ferguson, Montclair State
University, New York, NY

10:00 AM – 11:00 AM
Roundtables

***Fighting Gender Roles while Dating in a
Patriarchal Society***

Macy Hall 130

Vicky Dias-Nunes, Seton Hall University,
South Orange, NJ

Penny Kotsianas, Seton Hall University,
South Orange, NJ

Nicole Locorriere, Seton Hall University,
South Orange, NJ

Matthew Graziano, Seton Hall University,
South Orange, NJ

***Advocating for Social Justice, Experiences of
One Family***

Zankel Hall 214

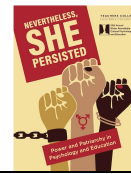
Karen Guettler-James, University of
Kentucky, Lexington, KY

Leighanne Guettler-James, The Academy at
Henry Clay High School, Lexington, KY

***The Classroom as a Site of Resistance:
Strategies and Challenges for Women Faculty
of Color***

Thompson Hall 227

Maya Gordon, Cabrini University, Radnor, PA



Thompson Hall 422

***When you're more woke than your supervisor:
Women of Color in School and work
environments***

Shaniqua Hamlet, College of Staten Island,
Staten island, NY

Jessica Gonzales, College of Staten Island,
Brooklyn, NY

Yousma Natalia, College of Staten Island,
Staten Island, NY

Kelly Arriaga, Children's Aid, Brooklyn, NY

Waleska Salgado-Nunez, African- American
Planning Commission INC, Brooklyn, NY

Gisellet Peralta, The College of Staten Island,
New York, NY

Thompson Hall 229

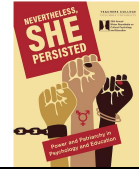
***Racial Innocuousness: A new perspective on
acculturation and negotiations of proxy-
privileges***

Ji Youn Cindy Kim, University of Iowa, Iowa
City, IA

Thomas Rigg, University of Iowa, Iowa City,
IA

David Drustrup, University of Iowa, Iowa
City, IA

William Liu, University of Iowa, Iowa City, IA



Domestic Violence in Sport: Dilemmas for the Sport Psychologist

Thompson Hall
323A

Ryan Sliwak, Seton Hall University, Wantagh, NY

Sandra Lee, Seton Hall University, South Orange, NJ

Noelany Pelc, PhD, Seton Hall University, South Orange

Kim Wernerspach, B.A., Seton Hall University, Bridgewater, NJ

9:00 AM - 11:00 AM

Workshops



Intersex advocacy and care: Challenging patriarchal violence and bio-normalcy in legal, medical and psychological work with intersex people

Grace Dodge Hall
361

Alesdair Ittelson, interACT, Providence, RI

Aaron Breslow, Teachers College, Columbia University, Brooklyn, NY

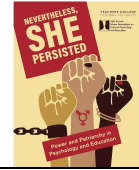
Katherine Dalke, Pennsylvania Psychiatric Institute, Harrisburg, PA

AREAS OF FOCUS:

- LGBTQIAP
- Public Health

DESCRIPTION:

Years of invisibility have created a vastly underserved, but significant proportion of the patient population. Approximately 1.7% of the population is born intersex - meaning they have bodies that transcend typical notions of male and female (Blackness et al., 2000). Beginning in the 1950s, health care providers aimed to surgically erase intersex bodily differences in infancy. When children are born with variations in sex characteristics that transcend binary notions of sexed and gendered normalcy, surgeons perform medically unnecessary procedures that often lead to medical and



psychological trauma (UN Free & Equal, 2017; Human Rights Watch, 2017). This practice continues today despite condemnations from the World Health Organization, United Nations, Amnesty International, Human Rights Watch, and leading medical associations such as the Gay and Lesbian Medical Association. To support the biopsychosocial health of intersex people, twenty years of patient advocacy have led to an interdisciplinary, community-driven push to end these surgeries and promote wellness (Zillén et al., 2016). Despite this groundswell of support, there are no formal guidelines for psychological or medical treatment of intersex people. The aim of this workshop is to incorporate legal, medical and psychological expertise to inform attendees about their potential roles as ethical, culturally competent providers. This workshop - led by experts in legal, medical, and psychological advocacy for sexual and gender minorities - aims to shed light on the unique experiences of this population. The workshop will provide attendees a rare opportunity to learn guidelines to provide competent care for a group whose experiences are impacted by the physical violence of normalization and the psychological violence of erasure. Learning objectives: 1. Become familiar with the diverse experiences, identities, and needs of intersex people 2. Develop tools to provide psychological, medical, and legally-competent care 3. Explore and challenge your culturally-informed assumptions and psychological biases about 'normal' sexual and gendered development 4. Make your individual and organizational language and practice intersex-competent and affirming



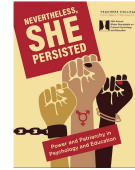
De-Pathologizing Women and Youth in Poverty: Counseling in the Context of Public Systems and Services

Grace Dodge Hall
362

Laura Smith, Ph.D., Teachers College
Columbia University, New York, NY

Laila Salam, Ed.M., Teachers College
Columbia University, New York, NY

Nyrah Madon, Teachers College Columbia
University, New York City, NY



Megan McGaughey, Teachers College
Columbia University, Arnold, MD

Ranjana Srinivasan, Ed.M., MT-BC,
Teachers College, Columbia University, New
York, NY

Sabina Klein, Teachers College, Columbia,
New York, NY

Shuwen Xu, Teachers College, Columbia
University, New York, NY

Maya Williams, Teachers College Columbia
University, New York, NY

Zachary Model, Teachers College, Columbia
University, Brooklyn, NY

Randolph Scott-McLaughlin II, M.A.,
Teachers College Columbia University, New
York, NY

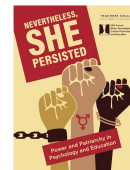
Courtney McVicar, Teachers College,
Columbia University, New York, NY

AREAS OF FOCUS:

- Social Class
- Community-Based Practice

DESCRIPTION:

Low-income women and youth in poverty often live at the nexus of powerful forces that undermine their best efforts to find pathways out of poverty - classism, racism, food insufficiency, and inadequate housing represent just a few of these. Too often, the public systems and services that should offer resources and protections to people in poverty actually add barriers and challenges of their own. The practice of psychologists, counselors, educators, and administrators has the potential to be part of this problem, or to be part of the solution. How can we re-imagine our own practice so that it contributes to ending the social exclusion of women, youth, and communities in poverty? This workshop will begin with introduction of key concepts, followed by presentations by counselors whose work has



interfaced with the criminal justice, foster care, the homeless shelter system, and crisis/relationship violence services. The workshop will also feature small group design work aimed at producing portable action plans for practice settings. Educational Objectives: In this workshop, participants will have the opportunity to: 1) Learn about the confluence of social class stratification and classism with psychological theory and practice 2) Learn about the emerging practices of professionals who are transforming their work to address counseling in the context of poverty and public system, 3) Dialogue and compare experiences with professionals whose work takes place within the context of poverty, 4) Develop action plans for the transformation of practice within particular professional settings



Engaged empowerment: Challenging patriarchy and addressing social justice through organizational and individual practices

Grace Dodge Hall
365

Rebecca Toporek, Ph.D., San Francisco State University, San Francisco, CA

Shola Shodia-Zeumault, Georgia State University, Atlanta, GA

Bryan Rojas-Araúz, University of Oregon, Eugene, OR

Kaiya Brown, University of British Columbia, Vancouver, BC

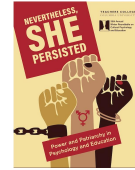
Sarah Barnes, Ohlone College, Fremont, CA

AREAS OF FOCUS:

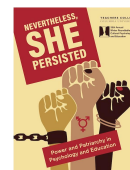
- Social Class
- Community-Based Practice

DESCRIPTION:

By embracing the lived experience and knowledge of participants, organizations can foster empowerment and challenge patriarchal structures. This workshop provides attendees with a framework for



understanding engaged empowerment practices, the sociopolitical context of racialized gender, examples of specific programs organized around engaged empowerment, and practice building programs to incorporate engaged empowerment. Presenters will first describe the results of a study examining engaged empowerment in service organizations including ways organizations have operationalized empowerment. With a focus on gender and empowerment, presenters will share three exemplar programs. The first exemplar, "Narratives of Resistance", is a 6-week Narrative therapy group focused on building counter-narratives that foster both individual and communal resistance to internalized gendered racism. The community-oriented process of creating and embodying narratives that validate and celebrate their identities is intended to result in a decrease in psychological distress (e.g., depression, anxiety) related to the effects of covert discrimination and internalized micro aggressions, as well as an increase in self-esteem. The second exemplar, Bay Area Girls Rock Camp (BAGRC) empowers girls and gender non-conforming youth, ages 8-18, from a wide range of ethnic and economic backgrounds through music, creativity, teamwork, challenging gender stereotypes, encouraging collaboration and providing an environment for self-expression and acceptance. This is achieved through a week long camp engaging participants as band members in which they collaborate, create, negotiate, and perform. The culminating performance requires a week of cooperation, conflict resolution, and collaboration. BAGRC also developed a peer mentor program to allow selected long time campers to heighten their management, leadership, and conflict resolution skills as well as participate in decision-making and management of the organization. The third exemplar, ALAS (Advocating for Latino Achievement in School) is an after school program and research project aimed to support Spanish speaking Latinx students in a predominantly white region. The program encourages student driven initiatives within a framework of critical consciousness, understanding sociopolitical and contextual factors including racialized gender, and political action. The program supports academic engagement and success as well as enhancing Latinx cultural pride, building community, and self-advocacy skills through program and student led initiatives. In the final part of the workshop, attendees will

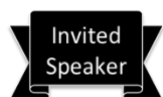


participate in a structured activity to collaboratively design a program (or redesign their own program) using the principles of engaged empowerment. Lastly, presenters will encourage discussion, Q & A, and brainstorming toward action.

11:00 AM – 12:00 PM

KEYNOTE

ADDRESS



Gender and Resistance

Cowin Auditorium
(147 Horace Mann)

Jennifer F. Boylan, Barnard College of
Columbia University, New York, NY

12:00-1:00 PM

Book Signing

*Join us for a book signing with Jennifer F.
Boylan!*

12:00-1:00 PM

Lunch

Restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions with peers.

1:00- 2:00 PM

Symposium

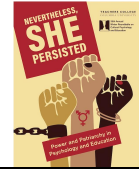
***How She Persisted: Coping and Resilience
Factors Among Black Women***

Grace Dodge Hall
547

Andrew Case, Ph.D., University of North
Carolina at Charlotte, Charlotte, NC

Jioni Lewis, Ph.D., University of Tennessee,
Knoxville, Knoxville, TN

Marlene Williams, M.A., University of
Tennessee, Knoxville, Knoxville, TN



Jaimelee Behrendt-Mihalski, M.A.,
University of North Carolina at Charlotte,
Charlotte, NC

Natalie Watson-Singleton, Ph.D., Spelman
College, Atlanta, GA

Black Cultural Strength & Gender: A Strengths-Based Approach to Clinical Practice with Black American Women

Horace Mann 138

Veronica Johnson Ph.D., John Jay College of
Criminal Justice, City University of New York,
New York, NY

Jessica Barbera, B.A., John Jay College of
Criminal Justice, City University of New York,
New York, NY

Shavonne Davis, B.A., John Jay College of
Criminal Justice, City University of New York,
New York, NY

Breanna Conwell, B.A., John Jay College of
Criminal Justice, City University of New York,
New York, NY

***Feminist and Attachment-based Therapy:
Fighting Oppression through Connection***

Horace Mann 140

Lauren Weisberg, M.S., Albany Psychology
Consortium, Troy, NY

Kara Serasis, M.A., Monadnock Family
Services, Keene, NH

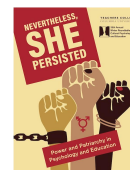
1:00-2:00 PM
Roundtables

***Queer and Trans Misogyny: Exploring the
unique, insidious effects of patriarchy within
queer and trans communities***

Grace Dodge Hall
369

Jamie Erdheim, M.Ed., Harvard Graduate
School of Education, Glenmont, NY

Wei Motulsky, Teachers College, Columbia
University, New York, NY



Aaron Breslow, M.Phil., Teachers College,
Columbia University, Brooklyn, NY

Elizabeth Glaeser, Teachers College,
Columbia University, New York, NY

***#Metoo: How High Profile Sexual Assault Cases
in the Media Affect Counselors***

Grace Dodge Hall
449

Carlos Flores, M.A., Montclair State
University, Montclair, NJ

Rachel Sugerman, M.A., LAC, Montclair State
University, Lincroft, NJ

***Body Image and Perceived Racism in Black
Women***

Grace Dodge Hall
452

Kristen Gayle, M.A., Ed.S., LGPC, Howard
University, Silver Spring, MD

Kamilah Woodson, Ph.D., Howard
University, Washington, DC

***How Do I Look? Self-Objectification and the
Male Gaze in Clinical Spaces***

Grace Dodge Hall
457

Anjali Jacob, B.A., Teachers College,
Columbia University, New York, NY

Nick Bensmiller, B.A., Teachers College,
Columbia University, New York, NY

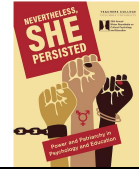
***Let's talk about sex, baby: Sex-positive sexual
education and dialogue between adolescents
and adults***

Grace Dodge Hall
461

Lian Liu, M.Phil.Ed., Lehigh University,
Wilmington, DE

Anastasia Canell, B.A., Lehigh University,
Bethlehem, PA

Chenchen Dai, M.Ed., Lehigh University,
Bethlehem, PA



Sexual Exploitation in Sport: Dilemmas for the Sport Psychologist (Roundtable)

Grace Dodge Hall
541

Kimberly Wernerspach, B.A., Seton Hall University, Bridgewater, NJ

Sandra Lee, Ph.D., Seton Hall University, South Orange, NJ

Ryan Sliwak, Seton Hall University, South Orange, NJ

Christopher Thompson, MA, EdS, Seton Hall University, South Orange, NJ

Exploring Pervasive Stereotypes About the Black Woman (Roundtable)

Horace Mann 144

Janee Henderson, M.Ed., LPC, University of Missouri-Kansas City, M.O.

2:00- 3:00 PM
Symposium

Spirituality, Gender, and the Pursuit of Social Justice: Phenomenological Narratives of Doctoral Psychology Trainees

Thompson Hall
323A

Kristin Kim-Martin, M.Ed., Seton Hall University, Edgewater, NJ

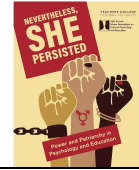
Yubelky Rodriguez, M.A., Seton Hall University, South Orange, NJ

Elena Thomopoulos, MS.Ed., Seton Hall University, River Vale, NJ

Noelany Pelc, Ph.D., LP, Seton Hall University, South Orange, NJ

"But I'm a really good person!": Beckys and Bradleys Justifying Their White Liberal Feminist Racism

Zankel Hall 214



William Liu, Ph.D., University of Iowa, Iowa City, IA

Yunkyoung Garrison, M.A., University of Iowa, Iowa City, IA

Laurence Chan, M.A., University of Iowa, Iowa City, IA

Yu Ho, M.A., University of Iowa, Iowa City, IA

Zankel Hall 418

Incorporating the voices of Muslim women and their experiences of structural violence in America; Implications toward decolonizing feminist movements

Zenobia Morrill, Ed.M., University of Massachusetts-Boston, Boston, MA

Madeline Brodt, M.S., University of Massachusetts, Boston, Quincy, MA

Lucia Andrade, M.A., University of Massachusetts, Boston, Providence, RI

Rakhshanda Saleem, Ph.D., University of Massachusetts, Boston, Cambridge, MA

Horace Mann 144

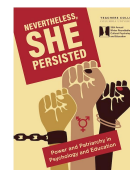
2:00- 3:00 PM

Papers

When Women and Men Drink Heavily: An Asian American Experience

Alice W. Cheng Ph.D., Bridgewater State University, Bridgewater, MA

Erica Dufresne, B.A., Bridgewater State University, Bridgewater, MA



Horace Mann 148

"The Trauma of Gender-Based Violence in Education: Training Needs of Title IX Coordinators"

Kathleen Watson, M.A., Ed.M., Dr.PH.,
Drexel University School of Public Health,
Philadelphia, PA

Zankel Hall 406

The Counseling Experiences of Women Who Have Placed a Child for Adoption

Elliotte Harrington, MA, Montclair State
University, Glen Rock, NJ

Horace Mann 140

Possibilities, NOT Problems: Narratives that Explore Empowering Partnerships, Supportive Community Organizations, Healing, and Hope among Under-Served Youth of Color

Carrie Bergeson, M.S., Montclair State
University, Elmwood Park, NJ

Kathryn Herr, Ph.D., Montclair State
University, Montclair, NJ

David Lardier, Ph.D., LPC, The University of
New Mexico, Albuquerque, NM

Horace Mann 152

2:00- 3:00 PM
Roundtables

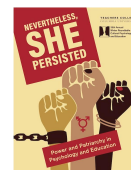
Black Women In Higher Education: Navigating The Complexities of Intersectional Oppression

Danice Brown, PhD, Towson University,
Towson, MD

Candice Aston, Ph.D., Towson University,
Towson, MD

Nia Jones, BS, Towson University, Towson,
MD

Myya Singletary, BS, Towson University,
Towson, MD



Horace Mann 431

***How You Gonna Win When You Ain't Right
Within: Women of Color's Graduate School
Experiences***

Monica Johnson, B.S., University at Buffalo,
SUNY, Tonawanda, NY

Amani Johnson, B.A., University at Buffalo,
SUNY, Buffalo, NY

Amanda Casco, B.A., University at Buffalo,
SUNY, Amherst, NY

Jessica McFadzean, B.A., University at
Buffalo, Williamsville, NY

Evette Addai, MA, University at Buffalo, State
University of New York, Buffalo, NY

Katherine Mejia, B.A., University at Buffalo,
SUNY, Buffalo, NY

Thompson Hall 227

***The Progression and Regression of the Culture
of Sexism in Higher Education: Standing
United and Persisting!***

Robbin Rasbury Ph.D., John F. Kennedy
University, Pleasant Hill, CA

Krystal Smith, M.S., John F. Kennedy
University, Pleasant Hill, CA

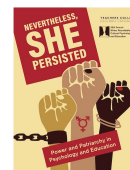
Kimya Behrouzian, B.A., John F. Kennedy
University, Pleasant Hill, CA

Thompson Hall 442

The State of Black Womanhood

Akilah Reynolds, Ph.D., Children's Hospital
Los Angeles, Los Angeles, CA

Martinique Jones, Ph.D., Teachers College,
Columbia University, New York, NY



Horace Mann 150

Formerly Fat: Moving Along the Spectrum of Size and Exploring the Intersection of Sizeism and Sexism in Contemporary Western Societies

Aysegul Yucel, B.A., Teachers College,
Columbia University, New York, NY

Melissa Brenman, M.A., Teachers College,
Columbia University, Brooklyn, NY

Amna Adamjee, M.A., Teachers College,
Columbia University, New York, NY

1:00 PM – 3:00 PM

Workshops



The Asylum Clinic: Socially-Just Responses to Human Rights Violations Against Women

Grace Dodge Hall
359

Kim Baranowski, PhD, Teachers College,
Columbia University / Mount Sinai Human
Rights Program, New York, NY

Hazel Lever, MD/MPH Candidate, Icahn
School of Medicine / Mount Sinai Human
Rights Program, New York, NY

Neha Sikka, MD Candidate, Icahn School of
Medicine / Mount Sinai Human Rights
Program, New York, NY

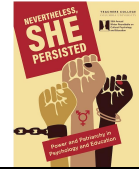
Jimmitti Teysir, MD Candidate, Icahn
School of Medicine / Mount Sinai Human
Rights Program, New York, NY

AREAS OF FOCUS:

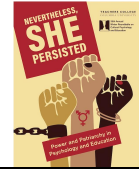
- Immigration
- Social Justice

DESCRIPTION:

The Mount Sinai Human Rights Program (MSHRP) provides pro-bono, trauma-informed medical assessments, mental health evaluations, and access to social services and continuity medical care to survivors of torture and human rights abuses seeking asylum in the U.S. In this workshop, a member of the MSHRP faculty and several student leaders will



discuss how social justice principals underscore their student-run clinic's response to the needs of women survivors of human rights abuses. Workshop participants will gain exposure to both international and U.S. policies governing asylum and other forms of immigration relief. Participants will also learn about the experiences of women seeking asylum through discussions of case studies and current research. The presentation will include an introduction to the mental health correlates of ill treatment, as well as the important role of clinicians in supporting asylum claims through forensic evaluation. Participants will apply their knowledge of this topic through identifying the unique strengths, as well as challenges, of their organizations in service provision to women asylum seekers. This workshop is designed to help you: 1) Recognize differences between asylum and other forms of protected immigration status, 2) Describe the mental health sequelae of torture and other human rights abuses, 3) List the common needs of women seeking asylum in the United States. 4) Discuss current research on the role of clinicians in supporting asylum seekers through forensic evaluation, and 5) Assess their organization's strengths, weaknesses, opportunities, and threats to providing services to women seeking asylum.



***Respect is Just a Minimum: Hip Hop, Critical
Consciousness, and Female Empowerment***

Grace Dodge Hall
362

Bryan Rojas-Araúz, M.S., University of
Oregon Counseling Psychology, Eugene, OR

Darien Combs, M.Ed., University of Oregon
Counseling Psychology, Eugene, OR

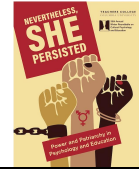
Ellen McWhirter, Ph.D., University of
Oregon Counseling Psychology, Eugene, OR

AREAS OF FOCUS:

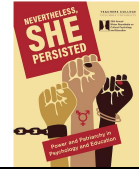
- Women
- Social Justice

DESCRIPTION:

The historical roots of Hip Hop are grounded in activism and empowerment, later morphed by the recording industry into what is commonly produced as Hip Hop today (Hadly & Yancy, 2012). The male-dominated genre has failed to recognize the contribution of women throughout its history. Currently, Hip Hop is dominated by associations with violence, drugs, and promotes negative views and



stereotypes of communities of color and women. These associations not only perpetuate fear and prejudice within the dominant society, but also emphasize for youth of color and young women, a negative internalized image of who they are (Stephen & Phillips, 2005; Stephen & Few, 2007). Hip Hop has been utilized as an empowerment tool and can be adapted for mental health promotion and psychological work with marginalized communities (Winfrey, 2010). In this workshop, we aim to show how using Hip Hop to support positive female development and activism can "enact social change in a multiplicity of contexts" (Phillips, Reddick-Morgan, & Stephens, 2005). Critical consciousness work with youth, based in Freirean pedagogy, can be described as the development of critical awareness of oppression, motivation and agency to challenge that oppression, and transformative action (Diemer, McWhirter, Ozer & Rapa, 2015). Youth with higher levels of critical consciousness have been shown to have better mental health (Zimmerman et al., 1999), practice healthier sexual decision-making (Campbell & MacPhail, 2002), have better academic outcomes (Cabrera et al. 2014), and engage in higher levels of career development during youth (Diemer et al., 2010, McWhirter & Mcwhirter, 2016). Recognizing that "women have been marginalized and excluded from substantive acknowledgment and equal recognition in Hip Hop cultural production and music" (Merriday, & Barnsville, 2013), presenters will provide a brief history and philosophy of the origins of Hip Hop from a multicultural feminist perspective that centers women in Hip Hop. We will describe critical consciousness and how Hip Hop can be used as a tool for reclaiming identity and raising critical consciousness among young women. This workshop is designed to engage participants in exploring how "through musicking, critical media literacy, and critical pedagogy young people might analyze and engage critically with Hip Hop and issues of identity, meaning making, representation, and agency in music education" (Tobias, 2014). The two-hour workshop will culminate in generating action steps toward engaging young people in reshaping messages about women through Hip Hop.



***Studying feminism and LGBTQIAP movements
in the middle school classroom***

Macy Hall 130

Elaine Perlman, M.A., Teachers College,
Columbia University, New York, NY

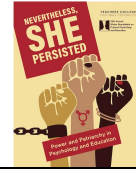
Alexandria Hill, Teachers College, Columbia
University, New York, NY

AREAS OF FOCUS:

- LGBTQIAP
- Women

DESCRIPTION:

At the Harlem Educational Activities Fund (HEAF), I taught a course about social movements to seventh and eighth graders. The students were presented with over twenty social movements and voted on eight they were interested in studying. Among other movements, the students selected both the women's movement and the LGBTQIAP movement. The Winter Roundtable workshop would include an analysis of how to create classroom discussions, activities and projects around both the LGBTQIAP and women's movements. The focus would be on presenting what happened in my classroom, providing resources for teachers and having discussions about integrating the workshop participants' ideas and experiences. Students in middle school are greatly impacted by society's attitudes as well as their own readings, personal interactions, family traditions and spiritual upbringing. Throughout the unit, tapping into students' insights guides the direction of the learning. Middle school is a time of contradictions where both questioning and longing for conformity are entangled. Creating a process for exploration, laying the historical foundation of liberation movements and weaving in current events make this social movement study both provocative and memorable. Workshop participants will ideally leave the workshop with ideas, lesson plans, resources and the motivation to bring their own students into the broader conversation about the pursuit of freedom for all.



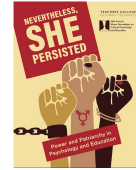
3:00 PM – 4:00 PM
**KEYNOTE
ADDRESS**

***The Power of Persistence in the Face of
Poverty.***

Cowin Auditorium
(147 Horace Mann)



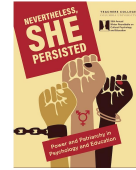
**Rosie P. Davis (formally Bingham),
Ph.D., ABPP, University of Memphis,
Memphis, Tennessee**



The 14th Annual Social Justice Action Award

The Civic Participation Project (CPP) is an interdisciplinary hub that brings together participatory work from across the Teachers College campus, and was co-founded by **Drs. Yolanda Sealey-Ruiz, Lalitha Vasudevan, and Laura Smith**. CPP considers how university communities can serve as think-tanks for effectiveness and wellness for changing society. According to this initiative, by encouraging voice, promoting participation, inviting collaboration, and valuing diverse sources of knowledge, universities can model a participatory living-learning-working community for a changing nation's consideration.

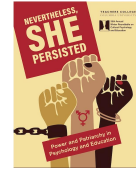
We are very pleased to present the co-founders of CPP with the 15th Annual Social Justice Action Award.



The 27th Annual Janet E. Helms Award for Mentoring and Scholarship

Dr. Arpana G. Inman received her Ph.D. in Counseling Psychology from Temple University. Currently, Chairperson of the Department of Education and Human Services and Professor in Counseling Psychology at Lehigh University, she was a Nehru-Fulbright Scholar at the National Institute of Mental Health and Neuroscience, India. Her scholarly interests include international psychology, multicultural competencies/social justice in supervision and training, South Asian immigrant diasporic identity, and mental health disparities. She recently co-hosted the first DVD series on Supervision Models published by APA. She is a co-founder of the South Asian Psychological Networking Association (SAPNA) and director of the Community Voices Clinic, a school based integrated care mental health center in Bethlehem, PA. She is fellow of the American Psychological Association and Asian American Psychological Association and has held numerous leadership positions in these organizations. Currently she is the President of the Society of Counseling Psychology.

We are very pleased to present Dr. Arpana G. Inman with the 28th Annual Janet E. Helms Award for Mentoring and Scholarship.



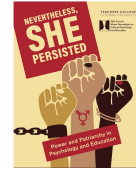
CONFERENCE DIRECTORS

Riddhi Sandil, PhD is an Assistant Professor of Practice and Program Coordinator of the Ed.M. Program in Psychological Counseling at Teachers College, Columbia University. Dr. Sandil received her Ph.D. in Counseling Psychology from the University of Iowa in 2008 and has been continually licensed as a Psychologist since 2009. Dr. Sandil's scholarly interests are influenced by multiculturalism and social advocacy. Her research and clinical interests include minority stress, LGBTQ issues in counseling, counseling expectations of South Asian populations and complex trauma and its impact on women's well-being. Additionally, Dr. Sandil serves on the boards of the Association of Women in Psychology, Masters in Psychology and Counseling Accreditation Council, and is the co-founder of the Sexuality, Women and Gender Project.

As Co-Director of the Winter Roundtable, Dr. Sandil is excited to continue with the social justice commitment of the field of Counseling Psychology!

Gregory J. Payton, Ph.D. is a Lecturer in the Department of Counseling and Clinical Psychology of Teachers College, Columbia University. Dr. Payton received his Master of Education degree from Harvard University in Human Development and Psychology and completed his doctorate at Teachers College, Columbia University in Counseling Psychology. Dr. Payton's clinical, teaching and research interests include the following: Identity development, Risk and Resiliency within LGBTQ populations; HIV/AIDS Stigma and Access to Care; Health Disparities among Marginalized Populations; Multicultural Competency; and Evidence-Based Practice. Additionally, Dr. Payton has written on issues of substance abuse, harm reduction and gay/lesbian parenting. Dr. Payton is also a licensed psychologist in private practice in New York City.

As Co-Director of the Winter Roundtable, Dr. Payton is excited to connect scholars, practitioners and students in the fields of education and psychology while advancing the values of multicultural competency and social justice.

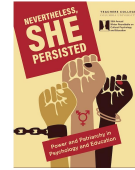


CONFERENCE CO-COORDINATORS

Ranjana Srinivasan is a third-year doctoral candidate in the Counseling Psychology program at Teachers College Columbia University. Ranjana received her undergraduate degree from Berklee College of Music where she graduated Summa Cum Laude with a major in Music Therapy and minor in Psychology. She also attended Teachers College for her masters degrees in both Education and Counseling Psychology. Ranjana is currently a pre-doctoral extern at Columbia Presbyterian Hospital within the outpatient psychiatric unit where she is a member of the Community Treatment Team as well as the Intensive Treatment Team. Her research is focused on increasing mental health and multicultural awareness around the clinical needs of the South Asian American population, specifically regarding the domains of body image and eating disorder issues, as well as common microaggressive encounters. Ranjana is thrilled to be part of the Winter Roundtable Conference and its mission of bringing students and researchers together in working towards systematic and social change.

Charles Joseph (CJ) Polihronakis is a third-year doctoral candidate in the Counseling Psychology Ph.D. program at Teachers College, Columbia University. CJ graduated Phi Beta Kappa and Summa Cum Laude from Georgetown University in 2012 with a Bachelor of Arts in Psychology and English. He also earned his Master of Arts in School Counseling and his Master of Education in Mental Health Counseling from Teachers College, Columbia University in 2014 and 2015, respectively. Clinically, CJ has worked with culturally diverse clients in high school and college counseling settings, wherein he is currently serving as a pre-doctoral psychology extern at CUNY Baruch College's Counseling Center. His specific research curiosities encompass the overall well-being and resilience of bisexual persons possessing intersecting marginalized social identities, as well as cross-cultural bisexual identity development across the lifespan. Ongoing projects CJ collaborates on examine: experiences of minority stress among women of color as they relate to occupational and mental health outcomes; sexual objectification among bisexual women and subsequent sexual health outcomes; as well as the protective role of womanist attitudes.

As Co-Coordinator of the Winter Roundtable, CJ is excited to provide a space that connects students, professionals, and scholars from diverse disciplines, all while bridging the gap between scholarly discourse and community activism. He is also excited to be working with such an inspirational group of people!



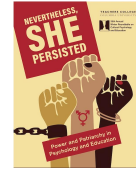
INVITED SPEAKERS

Dr. Rosie Davis (formerly Bingham) Dr. Bingham is the 2018 president-elect of the American Psychological Association. She has previously served on the American Psychological Association (APA) Board of Directors as well as The Council of Representatives for the Society of General Psychology (Division 1 of APA) and the Society of Counseling Psychology (Division 17 of APA). Dr. Bingham is also a former president of APA's Division 17. Her primary practical and scholarly passions include the power of inclusion, multicultural vocational psychology, ethics, and living well in a diverse society. She was also awarded the Janet E. Helms Award for Mentoring and Scholarship at the 2008 Winter Roundtable.

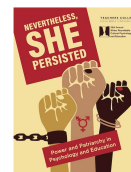
Professor Jennifer Boylan Professor Jennifer Boylan, author of fifteen books, is the inaugural Anna Quindlen Writer in Residence at Barnard College of Columbia University. She also serves as the national co-chair of the Board of Directors of GLAAD, the media advocacy group for LGBT people worldwide. She also serves on the Board of Trustees of the Kinsey Institute for Research on Sex, Gender, and Reproduction. In her keynote session entitled "Gender and Resistance", Professor Boylan will discuss the roles of gender and difference in the experience of teachers, writers, and students, and the way a willingness to accept change can be a force for good.

The Civic Participation Project The Civic Participation Project (CPP) is an interdisciplinary hub that brings together participatory work from across the Teachers College campus, and was co-founded by Drs. Yolanda Sealey-Ruiz, Lalitha Vasudevan, and Laura Smith. CPP considers how university communities can serve as think-tanks for effectiveness and wellness for changing society. According to this initiative, by encouraging voice, promoting participation, inviting collaboration, and valuing diverse sources of knowledge, universities can model a participatory living-learning-working community for a changing nation's consideration.

Dr. Arpana Inman Dr. Inman is the current president of the Society of Counseling Psychology (Division 17 of the American Psychological Association [APA]). She is also a Fellow in Division 17 (Counseling Psychology), Division 29 (Advancement of Psychotherapy) and Division 45 (Ethnic Diversity) of APA. Her scholarly interests include multicultural competencies and social justice in supervision and training, international psychology, South Asian immigrant diasporic identity, and mental health disparities.



Carmen Perez Carmen Perez has dedicated 20 years to advocating for many of today's important civil rights issues, including mass incarceration, gender equity, violence prevention, racial healing and community policing. As the Executive Director of The Gathering for Justice, a nonprofit founded by legendary artist and activist Harry Belafonte, Carmen has crossed the globe promoting peace through civil and human rights, building alternatives to incarceration and violence, and providing commentary and guidance for state and federal policy creation. Carmen's most recent work is her role as the National Co-Chair of the Women's March on Washington drew over 5 million people across the globe who marched in resistance of hatred and bigotry, affirming women of all identities' rights as human beings. In 2017, Carmen was named one of Fortune's Top 50 World Leaders and one of TIME's most influential people.



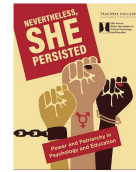
SPECIAL EVENTS AND OTHER IMPORTANT INFORMATION

ROUNDTABLE DISCUSSION GROUPS: During the first few years of the conference, Roundtable discussions were a regular feature of the conference—thus the name “Roundtable.” Roundtables are informal and unstructured group discussions centered on particular topics related to the conference. This year, we would like groups to form through participant initiative and networking. We encourage you to meet for Roundtables at various times over the course of the conference. We hope that individuals who have similar interests will gather and share ideas, information, and opportunities.

SOCIAL JUSTICE AWARD AND JANET E. HELMS AWARD CEREMONIES:

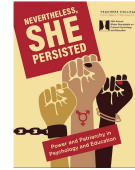
Drs. Yolanda Sealey-Ruiz, Lalitha Vasudevan, and Laura Smith of the Civil Participation Project at Teachers College, Columbia University as well as Dr. Arpana Inman will be presented with honored citations from Teachers College, Columbia University. We invite you to join us in the Cafeteria for a catered reception to honor these award recipients and our invited speakers on Friday evening.

DIVISION AND ASSOCIATION REPRESENTATIVES: Several presidents and representatives from professional associations will be present at the conference. We encourage participants to obtain further information about these associations and divisions in the registration area as well as speak to these representatives about their divisions and associations.



WE WOULD LIKE TO THANK OUR CONFERENCE SPONSORS:





Support the 35th Annual Winter Roundtable

Become a Conference Sponsor

Dear Friends and Colleagues,

The Teachers College Winter Roundtable is the longest running professional education program in the United States devoted to racial and cultural issues in psychology and education. Each year we feature invited speakers of national and international renown as well as paper, symposium, and student poster presentations by conference participants.

We look forward to continuing our tradition and expanding knowledge among our colleagues and students. I would like you to consider supporting the 2017 Winter Roundtable by becoming a conference sponsor. We offer four levels of sponsorship: *Platinum*, *Gold*, *Silver* and *Bronze*. Please see below for additional details:

- **Platinum:** The *Platinum* level is reserved for Sponsors who contribute \$2500 or more. At this level, sponsorship will include a named dining or speaking event as well as prominent recognition on both the conference website and programming materials--including a full-page advertisement of their organization within the conference program.

- **Gold:** The *Gold* level is reserved for Sponsors who contribute \$1500. At this level, sponsors will be featured on the conference website and programming materials, including a half-page advertisement of their organization within the conference program.

- **Silver:** The *Silver* level is reserved for Sponsors who contribute \$1000. At this level, sponsors will receive recognition on the conference programming materials, including a quarter-page advertisement of their organization within the conference program.

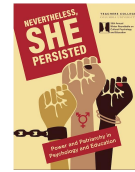
- **Bronze:** The *Bronze* level is reserved for Sponsors who contribute \$100-\$1000. At this level, sponsors will receive recognition on the conference programming materials based on the dollar amount of the contribution and will work with conference staff to determine the appropriate sponsorship opportunity.

We are happy to work with your organization to design creative sponsorship opportunities for each level of sponsorship, such as sponsoring a specific dining event or supporting a specific speaker. We greatly appreciate your generosity and look forward to your continued support. Please give us a call or send an email if you have any questions about these opportunities.

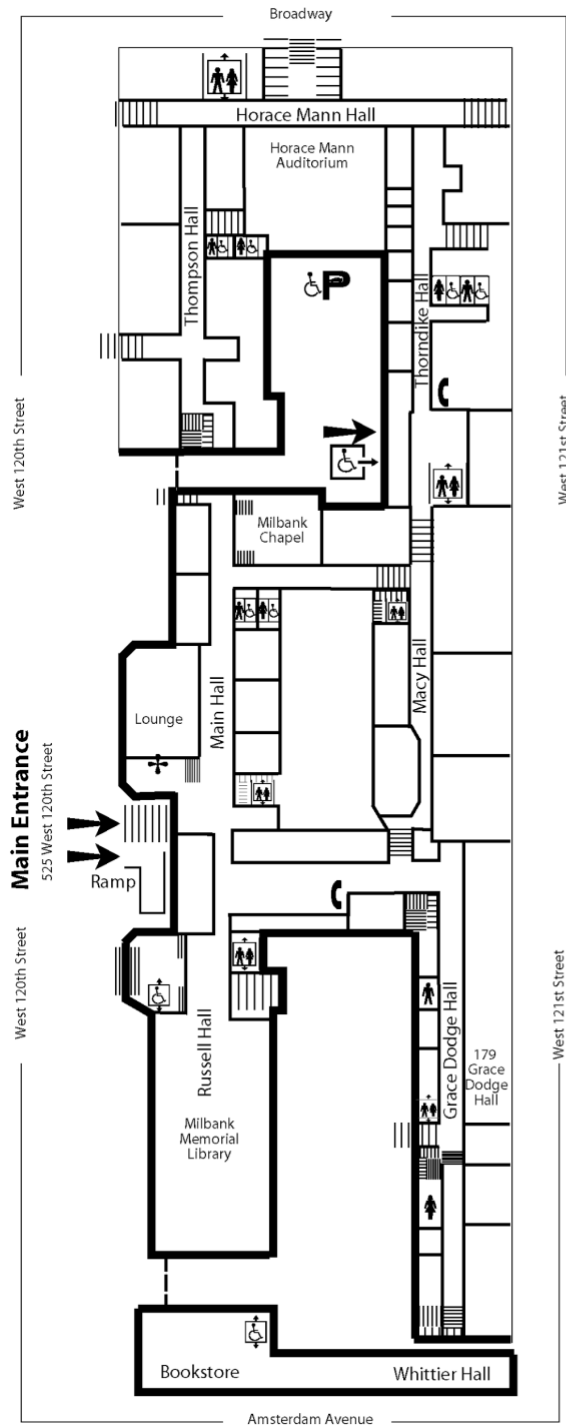
Sincerely,

Greg Payton, Ph.D.
Co-Director of the Winter Roundtable

Riddhi Sandil, Ph.D.
Co-Director of the Winter Roundtable



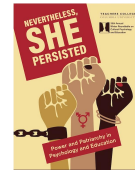
MAPS OF TEACHERS COLLEGE



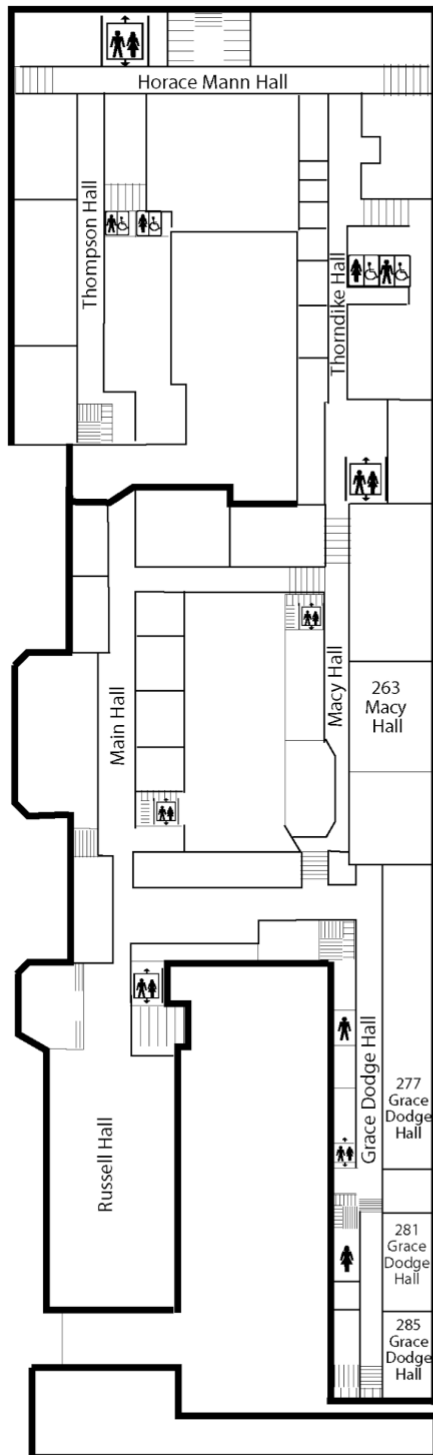
FIRST FLOOR

Legend

- Elevator =
- Elevator for Disabled =
- Entrances to Buildings =
- Entrance, Accessible to Wheelchair Users =
- Information Desk =
- Men's Room =
- Men's Room, Accessible to Wheelchair Users =
- Parking for Disabled =
- Telephone =
- Women's Room =
- Women's Room, Accessible to Wheelchair Users =



West 120th Street



SECOND FLOOR

(Higher floors are similar to this one.)

Legend

Elevator =

Men's Room =

Men's Room, Accessible to Wheelchair Users =

Women's Room =

Women's Room, Accessible to Wheelchair Users =