

INTRODUCTION

“Cultural Competence in the Digital Age: Trending #Apps, #Games, #Socialmedia”

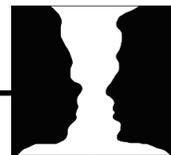
Welcome to the 33rd Annual Winter Roundtable on Cultural Psychology and Education, sponsored by the Dean’s Office and the Counseling Psychology Program at Teachers College, Columbia University. The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The theme of the 2016 Roundtable conference is “*Cultural Competence in the Digital Age: Trending #Apps, #Games, #Socialmedia.*” We are very pleased to welcome future leaders and professionals, and will feature research and interventions regarding multicultural concerns in community, school, and family settings, as well as individual development, across a wide range of topics, including language, literacy, access, wellness, cultural values, training, and experiences with oppression and discrimination. This year’s conference is a two-day program consisting of paper and symposium presentations, workshops, student poster presentations, and roundtable discussions conducted by invited and selected experts in the fields of multicultural psychology, education, and related 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, and religious affiliation in psychology and education. Several years ago, the Roundtable instituted the **Social Justice Action Award**, which celebrates 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, followed by Jane Elliott in 2005, Linda James Myers in 2006, Ronald Takaki in 2007, Michelle Fine in 2008, William Cross in 2009, Concepción Saucedo Martinez in 2010, Bertha G. Holliday in 2011, Anthony J. Marsella in 2012, Derald Wing Sue in 2013, Urvashi Vaid in 2014, and Joseph, Jane, and James Clementi at last year’s conference. We are honored to have **Dr. Patricia Arredondo** 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 Joseph White, Melba Vasquez, Margaret Beale Spencer, Linda Darling-Hammond, Joseph Ponterotto, Nadya Fouad, Thomas A. Parham, Carolyn G. Barcus, Nancy Boyd-Franklin, Alvin N. Alvarez, and Helen Neville. This year, we honor **Dr. Puncky Heppner** for his influence as a scholar and mentor across fields committed to the critical study of cultural issues.

The Roundtable is an institution that celebrates the influences of formidable figures in cultural psychology and education and offers opportunities for emerging scholars to showcase their contributions. This year we are featuring a **Plenary Session** of early career professionals in the field. We also will have the **Student Poster Session**, 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 share your insights 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 issues in cultural psychology and education.



**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

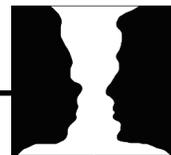
Division 17 of the American Psychological Association

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

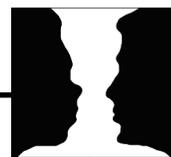
- Marie L. Miville, Ph.D., Mariel Buque, M.A., and Veronica Johnson, M.Phil.
- Maryellen E. Novak
- Steve Ackerman

Outside Support

- Thanks to Rachna Batra for her graphic design work on the Postcards and Call for Papers. We also appreciate David Martin and Scott Miller at Kutztown Publishing Co., Inc. for publishing advertisement materials and the Teachers College Business Services Center, Rocky Schwarz and staff, for the production of the conference programs and other printed materials.
- Special thanks to Peter Stassa for videotaping selected presentations and making these videos available for sale.
- We greatly appreciate the Library of Social Science Book Exhibits staff for organizing this year's Book Exhibit.

Conference support personnel who assisted in organizing activities

- A very special thanks is extended to Jennifer Chang, Rebecca Semel, Kimberly Hinman, and Corinne Galgay and our coat check staff Carrie Muchow, Aaron Breslow, and Michael Awad.
- A big thank you to Joanna C. Min Jee Rooney for photographing the conference this year!
- 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.
- And last, but not least, our CONFERENCE VOLUNTEERS!!!

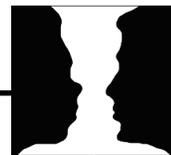


Save the Dates!

The 34th Annual Winter Roundtable
Teachers College, Columbia University

February 24 & 25, 2017

The conference title will be announced at a later date.



TEACHERS COLLEGE
COLUMBIA UNIVERSITY

33rd Annual Winter Roundtable on
Cultural Psychology and Education

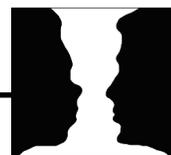
The longest running continuing professional education
program in the United States devoted solely to cultural
issues in psychology and education

CULTURAL COMPETENCE IN THE DIGITAL WORLD

Friday & Saturday
February 26-27, 2016

TRENDING #Apps, #Games, AND #SocialMedia

www.tc.edu/roundtable



PROGRAM SCHEDULE

Friday, February 26, 2016

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

8:00 AM – 8:50 AM **Registration & Refreshments** Everett Lounge (118 Zankel)

8:00 AM – 5:00 PM **Book Fair** Zankel Hallway

Please visit the **Book Fair** located in Zankel Hallway (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 AM – 9:15 AM **WELCOME AND OPENING SESSION** Cowin Auditorium (147 Horace Mann)

Marie L. Miville, Ph.D., Winter Roundtable Director

9:20 AM – 10:15 AM **KEYNOTE ADDRESS** Cowin Auditorium (147 Horace Mann)

Giving Psychology Away: How to use Social Media and Mainstream Media to Advocate for Social Justice

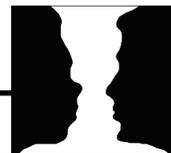
Kevin L. Nadal, Ph.D., John Jay College of Criminal Justice, City University of New York, New York, NY

11:00 AM – 11:50 AM **#Neoteric-racism: Re-tweeting racial ideologies in digital spaces.** Milbank Chapel (125 Zankel Hall)

 Hector Y Adames, Psy.D. & Nayeli Y. Chavez-Dueñas, Ph.D.

The Chicago School of Professional Psychology, Chicago, IL



11:00 AM –
11:50 AM

Symposia

Teaching old dogs new tricks: Overcoming ageism in technology applications to promote optimal functioning in older adults.

Horace Mann
148

Adriana B. Dunn, Ph.D., Seton Hall University, South Orange, NJ

Kristen Wesbecher, M.S., Seton Hall University, South Orange, NJ

Laura Palmer, Ph.D., AABP, Private Practice

Christina Mastropaolo, M. S., Seton Hall University, South Orange, NJ

Relationship between PCRW subscales, mood states, and White racial identity development.

Grace Dodge
Hall 271

Aretha Marbley, Ph.D., Texas Tech University, Lubbock, TX

Fred A. Bonner, Ed.D., Texas Tech University, Lubbock, TX

Leon Rouson, Ph.D., Norfolk State University, Norfolk, VA

Hal Stevens, Psy.D., Clemson University, Clemson, SC

Kathleen Phelan, MRC, Texas Tech University, Lubbock, TX

Global media literacy: Teaching beyond borders

Horace Mann
Hall 150

Melda Yildiz, Global Scholar

Kristine Scharaldi, Educational Consultant Unite to Educate

Belinha S. De Abreu, Professor, Fairfield University, Fairfield, CT

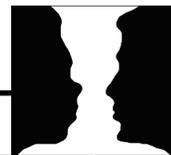
11:00 AM –
11:50 AM

Roundtables

Families in cyberspace: How technology has revolutionized adoption

Horace Mann
Hall 152

Elliotte S. Harrington, M.A., Montclair State University, Montclair, NJ



Ebony E. White, M.A., LPC, NCC, LPC, Montclair State University, Montclair, NJ

Nicole A. Christian, M.A., Montclair State University, Montclair, NJ

Triana Martinez, MS, NCC, LPC, Montclair State University, Montclair, NJ

Amanda L. Baden, Ph.D., Montclair State University, Montclair, NJ

SUB-THEMES:

- Racial and adoption microaggressions in cyberspace
- Online access to adoption and genealogical records
Advocacy and public policy implications for research conducted in non-academic settings.
- Searching for and reuniting with family members in adoption
- Implications for clinical practice, research, and training for each of the above

Redefining support: Unexpected mental health resources in the digital world

Grace Dodge
Hall 279

Eric E. Arnold, Ed.M., Ed.S., Teachers College, Columbia University, New York, NY

Billy Choo, B.S., Teachers College, Columbia University, New York, NY

Jason Wang, B.A., Teachers College, Columbia University, New York, NY

Aaron Breslow, B.A., Teachers College, Columbia University, New York, NY

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

Aasha Foster, M.A., Teachers College, Columbia University, New York, NY

SUB-THEME:

- Mental Health and Virtual Support

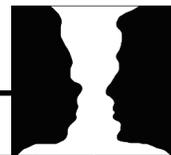
11:00 AM –
12:50 PM

Conversation Hour: Dr. William E. Cross, Jr.

Grace Dodge
Hall 449



Friday, February 26, 2016



11:00 – 11:50
Workshops

***Resiliency-focused family therapy
workshop: A systemic treatment model
for working with marginalized families***

Horace Mann
Hall 144

**David E. Greenan, Ed.D., Psychologist and Family
Therapist, Adjunct Professor, Teachers College,
Columbia University, New York, NY**

**Jennifer Drapkin, M.S., Doctoral Student in Clinical
Psychology, Teachers College, Columbia University, New
York, NY**

**Clayton McClintock, M.A., Doctoral Student in Clinical
Psychology, Teachers College, Columbia University, New
York, NY**

**Jessica Suzuki, M.S., Doctoral Student in Clinical
Psychology, Teachers College, Columbia University, New
York, NY**

**Kimberly Hinman, M.A., Doctoral Student in
Counseling Psychology, Teachers College, Columbia
University, New York, NY**

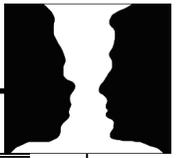
**Casey Beveridge, M.A., Doctoral Student in Counseling
Psychology, Teachers College, Columbia University, New
York, NY**

EDUCATIONAL OBJECTIVES:

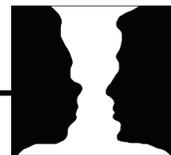
- This workshop highlights the application of Resiliency-Focused Family Therapy for working with marginalized populations. It explains how the philosophy behind the treatment informs clinical interventions and fosters healthier communication within families living in the digital world.
- The workshop will also describe the commonalities and idiosyncrasies of working with marginalized populations.

DESCRIPTION:

This two-hour workshop describes the collaborative work of doctoral trainees enrolled in an advanced family therapy practicum course under the supervision of Dr. David Greenan. At a community clinic located here at Teachers College, trainees work as a team with couples and families. Presenters will utilize videotaped material from sessions to highlight the application of a multisystemic resiliency-focused model for family therapists working with marginalized populations. Specifically, the workshop will explore family therapy techniques designed to activate the family's dormant strengths. The workshop also describes



how therapy fosters healthier communication within families living in the digital world. Attendees will be introduced to the basic philosophy and phases of Resiliency-Focused Family Therapy as the therapist demonstrates how to join with and identify circular behavioral patterns that maintain the family's presenting problem, and introduces methods for families to develop compassion for both Self and Other.



11:00 AM –
12:50 PM
Workshops



***Making games for social justice:
Introducing twine as a platform for
learning***

Macy Hall
345C

Anastasia M. Salter, D.C.D., University of Central Florida,
Orlando, FL

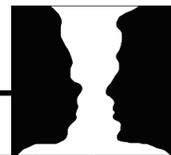
EDUCATIONAL OBJECTIVES:

Workshop participants will be able to:

- Analyze the potential uses of text-based games as a learning tool
- Introduce the Twine interface and syntax for building text-based games
- Explore methods of procedural rhetoric and making meaning through systems
- Build a simple game prototype addressing a learning objective using Twine

DESCRIPTION:

When we think of games in the classroom, we often picture the results of "edutainment" or "gamification": games where the focus is on winning or leveling up through solving problems or completing repetitive tasks that might otherwise take the form of a test. But games aren't just about earning points and conquering enemies: they are procedural systems for building meaning and representing social and philosophical conflict. In this workshop, we will take a look at what games can offer education as interactive narratives. We will build our own text-based games using Twine, an open source platform popular with marginalized creators working outside the traditional games industry to explore the potential of games as a still-emerging medium. Twine is a flexible tool that requires no previous knowledge of programming to master, and thus a perfect platform for making games for and in the classroom.



Privacy in the information age: Concerns for social justice

Horace Mann
Hall 140

Samuel D. Lustgarten, B.S., University of Iowa

EDUCATIONAL OBJECTIVES:

- Emerging threats to client privacy will be reviewed.
- Attendees will learn how privacy is a concern for vulnerable populations.
- Attendees will develop competence and steps for preventing privacy infractions across technologies (i.e., email and telemental health).
- Attendees will learn how to advocate for technological privacy as a human right.

DESCRIPTION:

Psychologists have shown interest in services via technological mediums. For instance, numerous practitioners are using telemental health therapy over great distances to meet client demand. However, many practitioners may be using vulnerable means to conduct provision of services. A review of social justice concerns will be presented, including: how privacy is afforded to those who can afford it, infractions cause severe psychological and social harm, ethnocentrism might lead to complacency, and the U.S. specifically targets certain multicultural groups. Vignettes will be provided to exemplify how surveillance and organized actors harm client privacy, and provide opportunities for attendees to practice action steps for reducing harm. Best practices will be provided to establish better privacy going forward.



A burning house: Discussing frameworks for concordance over allyship

Horace Mann
Hall 142

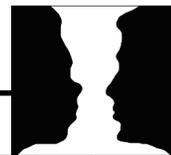
Masika Sweetwyne, M.A., Teachers College, Columbia University, New York, NY

Alanna Purdy, MFA, Maryland Institute College of Art,

EDUCATIONAL OBJECTIVES:

- Address knowledge, skills, and attitudes across three overarching themes, including:
- Critiquing the existing allyship model in academic and popular discourses
 - Evaluating alliance and concordance models in educational applications
 - And using digital platforms to build alliance and

Friday, February 26, 2016



concordance networks by addressing interpersonal, institutional, and structural exchanges.

DESCRIPTION:

As Dr. MLK, Jr. once reflected about the civil rights movement, we examine how, under current allyship constructs, that, we're integrating into a burning house. Existing models of allyship pigeon-hole people of color into the same institutional power struggles with whites, ignoring epistemologies that cannot be addressed through binary constructs. These constructs limit our ability, regardless of race or culture, to co-strategize against educational inequity. We propose a paradigm that does not place any single oppression at the fulcrum of alliance, moving beyond allyship to build a new house for equity using digital media. For groups with common goals but dissimilar worldviews, the capacity to create mutually beneficial concordance with technology--to bond, bridge, and link social capital-- can disrupt educational inequity now as never before.



***#Undocumented, #Unapologetic,
#Unafraid: Supporting and advancing
#DREAMER social media campaigns and
advocacy #ThenandNow***

Horace Mann
Hall 146

Laura P. Minero, M.A., University of Wisconsin-Madison,
Madison, WI

Bryan O. Rojas-Arauz, M.S., University of Oregon

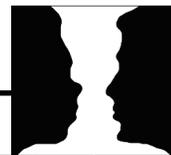
EDUCATIONAL OBJECTIVES:

- Identify ways that social media has been utilized in support of the undocumented #Dreamer movement.
- Presenters will provide participants with hands on opportunities to create their own social media campaigns in support of this and other movements.

DESCRIPTION:

Through their own personal experiences of being undocumented immigrants in pursuit of higher education in combination with their professional experiences as counselors, educators, researchers, and psychologists in training, presenters will discuss the importance that social media tools have and continue to play in the establishment and longevity of social justice movements. Facilitators will provide participants with hands on opportunities to create their own social media campaigns in support of the #DREAMER movement. Participants will be given materials to create images, write poems, and collaborate with others in the room to propose resources that they can

Friday, February 26, 2016



share through social media in support of these movements. Participants will be encouraged to design and share their creations by using #UNDOCUMENTED, #UNAPOLOGETIC, #UNAFRAID with their social media networks.



From 7000 posts to 6 codes to 2 themes

Horace Mann
Hall 424

Emily Weinstein, Ed.M., in Prevention Science & Practice; Doctoral Candidate in Human Development & Education, Harvard Graduate School of Education

Robert L. Selman, Ph.D., Roy E. Larsen Professor of Education and Human Development, Harvard Graduate School of Education

EDUCATIONAL OBJECTIVES:

- Our 2-hour workshop is a hands-on, methods-oriented workshop on qualitative coding, with a focus on its application to digital posts.

DESCRIPTION:

- In the first hour, we will Consider ethical questions related to using digital data, discuss opportunities and limitations of using digital only data in a research study, describe our team's approach to code development and codebook design, share our experiences with and approach to inter-rater reliability training, and reflect on the relationship between codes and themes, connect to and identify points of departure In the second hour, participants will work with a sample of text-based, raw data posts, individually develop 1-2 codes, train a partner in applying their codes (time permitting), and consider similarities and differences between the approach we describe and their own previous experiences with qualitative data analysis.

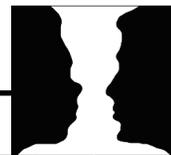
Tech talk: Tutorial on use of social media

Zankel
Building 406

Michael Awad, M.A., Teachers College, Columbia University, New York, NY

Naomi Rayfield, M.A., Teachers College, Columbia University, New York, NY

Friday, February 26, 2016



12:00 PM –
12:50 PM



***"So...you basically study yourself?" –
Studying the Sikh community from the
inside***

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

Milbank
Chapel
(Zankel
Building 125)

12:00 PM –
12:50 PM

Papers

***Composing culture: Exploring innovations
in multimodal literacies with youth writers
in Casablanca and New York***

Janine L. Nieroda, M.A. in English Education, Teachers
College, Columbia University, New York, NY

Grace Dodge
Hall 457

***Educating historically marginalized young
children for an altruistic life of service: A
conceptual framework***

Ayana Allen, Ph.D., Drexel University
Michael Haslip, Ph.D., Drexel University

Grace Dodge
Hall 279

12:00 PM –
12:50 PM

Symposia

***Racialized cyber-bullying: Utilizing digital
forums to combat cultural apathy &
psychology stress***

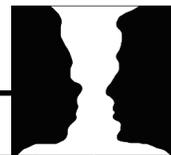
O'Shan D. Gadsden, Ph.D., Seton Hall University, South
Orange, NJ
Kristen S. Gayle, B.A., Seton Hall University, South
Orange, NJ
Ramaya Farooq, B.A., Seton Hall University, South
Orange, NJ

Horace Mann
Hall 144

***Body image across marginalized
populations: Intersections of race,
gender, and sexual orientation***

Skyler D. Jackson, M.S., University of Maryland, College
Park, MD
Brian TaeHyuk Keum, M.A., University of Maryland,
College Park, MD

Horace Mann
Hall 148



Jamie Welch, M.Ed., University of Maryland, College Park, MD

The revolution won't be televised--it will be tweeted. So why aren't psychologists tweeting?

Horace Mann
Hall 152

Nancy Ajaa, M.Ed., Howard University, Washington, DC

Shareefah Al Uqdah, Ph.D., Howard University, Washington, DC

Drew Lomax, Doctoral Student, Howard University, Washington, DC

Amber Travis, Doctoral Student, Howard University, Washington, DC

12:00 PM –
12:50 PM

Roundtables

(Social) media in and out of the classroom at a Teachers College: challenge or opportunity?

Horace Mann
Hall 150

Tina Durand, Ph.D., Wheelock College, Boston, MA

Petra Hesse, Ph.D., Wheelock College, Boston, MA

Susan Owusu, B.A., Wheelock College, Boston, MA

Rachel Copans, Senior, Passion for Action Scholar, Wheelock College, Boston, MA

Rachel Costello, Senior, Honors Program, Wheelock College, Boston, MA

SUB-THEMES:

- Prevalence and effects of electronic media on college campuses
- Diversity(ies)
- Bullying and cyberbullying

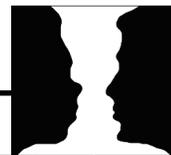
Negotiating cultural identities: Disciplinary and personal approaches to teaching and training about cultural identities in clinical programs

Grace Dodge
Hall 285

Teceta Tormala, Ph.D., Palo Alto University, Palo Alto, CA

Alvin Thomas, Ph.D., Palo Alto University, Palo Alto, CA

Friday, February 26, 2016



Yuki Okubo, Ph.D., Salisbury University, Salisbury, MD

Tamba-Kuii Bailey, Ph.D., University of San Francisco,
San Francisco, CA

SUB-THEMES:

- What is the experiential and psychic impact for instructors and supervisors?
- Can we train cultural humility?
- How do we navigate inequality in the clinician-client dynamic?

**1:00 PM – 2:00
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. Lunch is served from 11:30am – 2:30pm.

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

**1:00 PM – 2:30
PM**

Pathways to Publication

Thompson
Hall 229

Join an informal luncheon where editors and representatives of prominent journals discuss the publication process of their respective journals. Represented journals include:

Journal of Latino/a Psychology

Editor: Azara Santiago- Rivera

Journal of Negro Education

Editor: Ivory A. Toldson

Asian American Journal of Psychology

Editor: Dr. Chu Kim - Prieto

Journal of Multicultural Counseling and Development

Editors: Caroline Clauss-Ethers

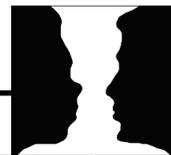
The Counseling Psychologist

Editor: Lydia Buki

Journal for Social Action in Counseling and Psychology

Editor: Rebecca Toporek

Friday, February 26, 2016



2:00 PM – 2:50
PM



**THE JANET E. HELMS MENTORING AWARD
LECTURE**

***Mentoring to promote cultural
competence in the next generations: A
social justice imperative.***

Puncky P. Heppner, Ph.D., University of Missouri, Columbia,
MO

Cowin
Auditorium
(Horace
Mann Hall
147)

2:00 PM – 2:50
PM

Papers

***Framework of intersectional identities of
African American and Latino students in
an urban school setting***

Lavina Sequeira, Ed.D., Montclair State University,
Montclair, NJ

Jamaal Matthews, Ph.D., Montclair State University,
Montclair, NJ

Horace Mann
Hall 140

***Identity intersections and the
intersectionality framework in the Journal
of Counseling Psychology and The
Counseling Psychologist: A content
analysis***

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

James C. Welch, M.Ed., University of Maryland, College
Park, College Park, MD

Aylin Kaya, B.A., University of Maryland, College Park,
College Park, MD

Jeffrey Yeung, M.A., University of Maryland, College
Park, College Park, MD

Chynna Obana, B.A., University of Maryland, College
Park, College Park, MD

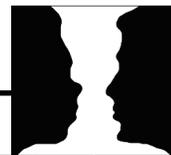
Horace Mann
Hall 146

***Am I man enough?: A qualitative
exploration of African American men's
attitudes toward marriage***

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

Grace Dodge
Hall 279

Friday, February 26, 2016



2:00 PM - 2:50
PM

Symposia

Media disparities: Clinical implications of racialized, gendered, and sexualized misrepresentations of girls in entertainment media

Horace Mann
Hall 148

Lauren R. McGhee, M.A., Howard University,
Washington, DC

G. Nicole Rider, M.A., Howard University, Washington,
DC

Angela D. Ferguson, Ph.D., Howard University,
Washington, DC

Syrian refugee crisis: Psychologists responsibility for human rights and mental health

Horace Mann
Hall 150

Lauren Weisberg, B.A., Antioch University New
England, Keene, NH

Gargi Roysircar, Ed.D., Antioch University New
England, Keene, NH

Sarajane Rodgers, M.Sc., Antioch University New
England, Keene, NH

Naydine Johney, B.Sc., Antioch University New England,
Keene, NH

Chad Lazzari, B.A., Antioch University New England,
Keene, NH

Exploring environmental manifestations of gendered racial microaggressions

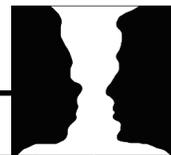
Horace Mann
Hall 424

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

Erica Peppers, MPH, University of Tennessee, Knoxville,
TN

Cecile Gadson, M.A., University of Tennessee, Knoxville,
TN

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



Counseling, curls, & cyberspace: Online mental health support for African American women

Zankel
Building 406

Afiya Mbilishaka, Ph.D., University of the District of Columbia, Washington, DC

Terrisia Templeton, College Senior, Howard University, Washington, DC

Kalen Kennedy, College Junior, Howard University, Washington, DC

2:00 PM - 2:50
PM

Promoting racial literacy in a modern, mobile world

Grace Dodge
Hall 457

Roundtables

Andrea C. Holman, Ph.D. Huston-Tillotson University.

Collette Chapman-Hilliard, M.A., College of Staten Island (CUNY)

SUB-THEMES:

- Cultural Competency
- Multicultural Education

How do you play in the sandbox and still be whole? Navigating the university institution as a minority woman, part II

Grace Dodge
Hall 271

Rebecca Rangel Campon, Ph.D. Seton Hall University, South Orange, NJ

Christiana Awosan, Ph.D., Seton Hall University, South Orange, NJ

SUB-THEMES:

- Navigating discrimination as minority in an institution.
- Mentoring Students of Color
- Expressing our voices in academia while keeping our identities.

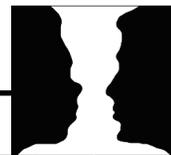
Cyber-bullying in urban communities

Grace Dodge
Hall 285

Vicky Dias, B.A., Ph.D. Seton Hall University, South Orange, NJ

Johanna Cedillo, M.A. Ed.S., Seton Hall University, South Orange, NJ

Friday, February 26, 2016



SUB-THEMES:

- Cyberbullying
- Urban Communities
- Multicultural

***From Mammy to Sapphire:
Portrayals of Black women in the media
and its psychosocial implications***

Grace Dodge
Hall 449

Mariel E. Buque, M.A., Teachers College, Columbia
University, New York, NY

Veronica Johnson, B.S., Teachers College, Columbia
University, New York, NY

SUB-THEMES:

- What psychosocial impact do depictions of stereotypes in the media have upon Black women? Upon the Black community?
- What are the subtle ways in which Black women are restricted to these stereotypes in various settings (academic institutions, occupational environments, etc.)?
- How can we identify the effects of such stereotypes in the counseling and education realm?
- What are some systemic approaches that can be implemented to combat the current image of the Black woman in the U.S.?

2:00 PM – 3:50
PM

Workshops

***Mobile apps and health disparities:
Understanding the scientific, legal,
regulatory and policy issues***

Judith Glassgold, Psy.D., M.A., Director Govt Relations,
American Psychological Association

Horace Mann
Hall 142

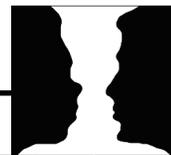
EDUCATIONAL OBJECTIVES:

Participants will learn about the federal health policies that impact ehealth and diversity.

DESCRIPTION:

The advent of mobile applications, telehealth, and other digital tools has spawned a multitude of apps, and devices aimed at consumers, providers, and health care systems. Many of these tools advertise that they empower patients, bridge the communication gap between providers and clients, improve healthcare delivery and reduce costs. These tools

Friday, February 26, 2016



may hold promise for reducing health disparities and increasing access to health information. However, many of these devices have not been developed with diverse populations and it is unclear whether the benefits of these new technologies will be spread in an equitable way. At the end of this symposium the participants will understand the opportunities and barriers brought by public policies and regulations to using apps and other mobile tools to improve the health of diverse populations.

Exploring peace: Using peacemaking circles to strengthen personal connection and youth responsibility in school and community

Horace Mann
Hall 144

Andrea B. Rodriguez, D.Ed., Red Hook Community Justice Center (peacemaker)

Sally Shanahan, D.Ed., Haverford PA Unified School District

EDUCATIONAL OBJECTIVES:

- Through lecture, video, collective discussion and participation in a peacemaking circle, attendees will develop an understanding of the ancient roots of the peacemaking circle and demonstrate how it can be personalized with young people in their own unique environment to strengthen interpersonal responsibility and build community

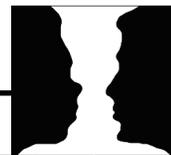
DESCRIPTION:

This workshop will identify concepts and tools for peacemaking circles. It will provide the opportunity to participate in a circle.

Peacemaking Circles employ Native American and restorative principals. It holds the belief that community is maintained by internal and external balance in emotional, mental, physical and social values, and is strengthened when members participate in the process of coming to peace.

In circles, conflicts and grievances are aired, responsibility is acknowledged and the opportunity to rebuild community is presented. Peacemaking circles determine the origins of conflict, collectively resolve the issues, and determine solutions that restore balance. At the conclusion of the session the participants will discuss way in which they can personalization the use of the circle for use in their environment.

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Fostering cultural competence at the intersection of digital media and genocide survivor testimony

Horace Mann
Hall 152

Lesly Culp, M.A., Secondary Education, University of Southern California, Shoah Foundation

Robert Hadley, M.S., Secondary Education, University of Southern California, Shoah Foundation

EDUCATIONAL OBJECTIVES:

- Participants will learn how testimony of survivors and witnesses to genocide can build students' cross-cultural competence.
- Participants will learn best practices for use of testimony in educational environments.
- Participants will engage in a discussion on the application of testimony in their own work.

DESCRIPTION:

Storytelling has a long tradition in cultures around the world to ensure cultural continuity, preserve the historical record and socialize the young. In this context, we at USC Shoah Foundation, The Institute for Visual History and Education, focus our work on leveraging powerful visual testimonies of survivors and other witnesses to genocide for educational use worldwide. In this interactive presentation educators will be exposed to our IWitness program, the Institute's educational website, giving them access to a subset of the overall collection. By focusing on the integration of individual stories from multiple, cross-cultural perspectives on a range of themes, IWitness engages learners to critically think about their own life experiences, the dynamics of difference and how this knowledge can be applied to develop civic judgment and social action.

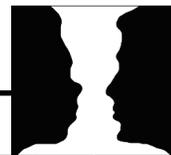
3:00 PM - 3:50
PM



Extending the benefits of EBIs to marginalized populations: Technology as a powerful ally

Melanie Domenech Rodriguez, Ph.D., Utah State University, Logan, UT

Milbank
Chapel (125
Zankel Hall)



3:00 PM – 3:50
PM

Papers

Texting under the influence: Implications for women's health in the association between emotion regulation difficulties, texting, heavy drinking and condomless sex

Leora Trub, Ph.D., Pace University

Tyrel Starks, Ph.D., Hunter College, CUNY

Horace Mann
Hall 148

3:00 PM – 3:50
PM

Symposia

Understanding the influence of motivation and self-regulation on multicultural training

Kimberly Hinman, B.A., Teachers College, Columbia University, New York, NY

Casey Beveridge, M.A., Teachers College, Columbia University, New York, NY

Rebecca Semel, M.A., Teachers College, Columbia University, New York, NY

Jung-Eun Kim, M.A., Teachers College, Columbia University, New York, NY

Yuki Yamazaki, M.A., Teachers College, Columbia University, New York, NY

Grace Dodge
Hall 449

3:00 PM – 3:50
PM

Roundtables

Rage in a digital age: Exploring identity development and activism in a Black context

Frances Adomako, Ed.M., Howard University, Washington, DC

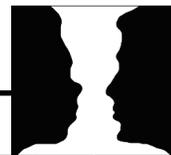
DonNika D. Jenkins, M.A., Howard University, Washington, DC

Horace Mann
Hall 140

SUB-THEMES:

- What is the narrative of "Black identity" that is being portrayed across social media platforms as it relates to the #BlackLivesMatter movement?
- Representations of Black lives on social media and the role of grief, loss and bereavement
- Is social media a tool of social justice? If so, how can it be used to promote social justice and encourage awareness of mental health issues within the African American community?
- Implications for future research and clinical training

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The impact of our technological era on individual and family functioning: A focus on socio-cultural factors and interpersonal relationships

Horace Mann
Hall 150

Donjae Catanzariti, M.S., M.F.T., Seton Hall University,
South Orange, NJ

Debeka Bennett, M.F.T., Seton Hall University, South
Orange, NJ

Beyza Sinan, M.S., Seton Hall University, South Orange,
NJ

Jiwon Yoo, M.A., Ed.M., Seton Hall University, South
Orange, NJ

SUB-THEMES:

- What are pros and cons of our technologically advanced society?
- How are individuals and family impacted by technology? Specifically, what are benefits and risks of utilization of technology for children, adolescents, parents; how does this impact communication and interpersonal relationships within the parent-child and intergenerational family dynamics?
- How do specific sociocultural factors and technology intersect in terms of individual and family functioning?
- What interventions address the intersections of technology, cultural, and overall healthy individual and family functioning? What are the implications for mental health treatment providers?

Trigger warning: Negotiating power, responsibility, and safe space in contemporary higher education

Grace Dodge
Hall 271

Brandon L. Velez, Ph.D., Teachers College, Columbia
University, New York, NY

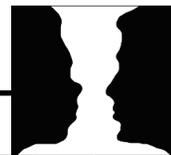
Charles Joseph Polihronakis, Ed.M., Teachers College,
Columbia University, New York, NY

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

SUB-THEMES:

- Social Media.
- Microaggressions

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- Feminism
- Trauma

Centering Blackness inside viscous Whiteness: A duoethnography

Grace Dodge
Hall 285

Courtney Rath, Ph.D., University of Oregon, Eugene, OR

Asilia Franklin, Doctoral Candidate, University of Oregon, Eugene, OR

SUB-THEMES:

- Anti-Racist Teacher Education
- Anti-Blackness
- Teaching after Ferguson

3:00 PM – 4:50
PM

Means vs. the ends: Managing cultural competence in a digital age.

Cowin
Auditorium
(Horace
Mann Hall
147)

Workshops

Thomas A. Parham, Ph.D., University of California – Irvine, Irvine, CA



DESCRIPTION:

The digital age has certainly given rise to massive technological innovation. And yet, the question arises about whether technological solutions can really address the core of what troubles the soul of America, and the address and relate to the people the counseling profession is committed to serve. Using Dr. King’s work as a framework for this narrative, this workshop will contrast the “means” versus “the ends” and highlight areas in which the counseling profession needs to influence the outcomes and environments of our lives.



Constructivism meets eLearning

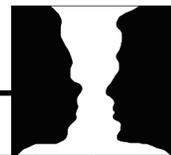
Grace Dodge
Hall 457

Theodore (Ted) Swartz, Ph.D., Bronx Charter Schools for Better Learning

Arthur Powell, Ph.D., Rutgers University, Newark, NJ

EDUCATIONAL OBJECTIVES:

- Participants will deepen their insight of the place of eLearning in addressing the needs of all learners, irrespective of cultural differences, and of possibilities to tap innate learning powers that promote learners’ constructing their understanding of academic subjects, leading to self-confidence and high achievement, at least



in ELA and mathematics.

DESCRIPTION:

Meeting the needs of all learners, regardless of cultural differences, is a formidable test for instructional designers and teachers. Motivated by that challenge, the presenters have developed prototype digital applications for ELA and mathematics. They will demonstrate two such applications, both available through Apple's App store: iSpellBetter and iCountBetterLite. To assess their viability, the presenters will invite participants to use a rubric they have developed, one that highly values a constructivist educational approach. In a workshop format, participants will practice using the rubric to assess the two highlighted apps, plus at least one that relies on a more traditional instructional methodology. The criteria valued in the rubric include the degree to which digital apps eschew external reinforcement and appeal to learners' innate need to know.

Creating online psychological interventions: Four steps to making it happen

Horace Mann
Hall 146

Joshua A. Goodman, M.A., University of California, Santa Barbara

Emmie Matsuno, M.A., University of California, Santa Barbara

Tania Israel, Ph.D., University of California, Santa Barbara

EDUCATIONAL OBJECTIVES:

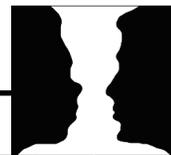
Participants will apply theory and research to the development of online psychological interventions for underserved communities. By the end of this workshop, participants will be able to:

- Develop an intervention strategy using theory/research
- Consider how to optimize the intervention for an online environment
- Plan the accessibility of the intervention

DESCRIPTION:

Online psychological interventions (OPIs) are an emerging mental health tool that are well-suited to serve marginalized and isolated populations, including ethnic minority groups, rural communities, and LGBTQ populations. This workshop will offer empirical and theoretical guidance on OPI development, presentation of a case example, and

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participant engagement in developing OPIs for underserved populations.

Social cognitive career theory-based intervention: Using social media tools to increase self-efficacy in social justice and advocacy skills

Grace Dodge
Hall 279

Laura P. Minero, M.A., University of Wisconsin-Madison, Madison, WI

Bao Lee, B.S., University of Wisconsin-Madison, Madison, WI

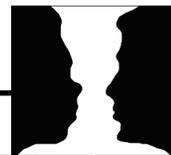
Mary Dueñas, B.A., University of Wisconsin-Madison, Madison, WI

EDUCATIONAL OBJECTIVES:

Based on Social Cognitive Career Theory principles, participants will explore how prior background and learning experiences influence their efficacy expectations of their social justice and advocacy skills for working with diverse populations. This workshop will provide participants with social media tools that they can utilize to enhance their advocacy skills

DESCRIPTION:

Based on SCCT principles, facilitators will guide participants to explore how their previous background and learning experiences influence their efficacy expectations of their social justice and advocacy skills for working with diverse populations. Our intervention consist of asking participants a series of questions that they will be encouraged to respond to based on their personal experiences and background. This process will consist of all participants starting in the center of the room, and when asked a question they have to choose one corner along the wall that contains the response that most closely aligns with their experiences. After each response, the facilitators will ask follow-up questions to process and understand people's personal inputs, background/contextual influences, and how these impacted how they responded to the questions. After asking a series of questions, facilitators will lead a group discussion about how this relates to their exploration and development of social justice and advocacy related careers.



A university class in race relations that made a positive difference

Zankel
Building 406

Peter Kranz, Ph.D., University of Texas Rio Grande Valley

EDUCATIONAL OBJECTIVES:

A unique race relations course taught in a southeastern university provided life-changing experiences for Black and White students. Objectives include:

- Presentation of specific teaching strategies that were implemented within the class that proved beneficial in changing attitudes, and perceptions
- Implementation of a similar class in higher education curriculum.

DESCRIPTION:

A unique race relations course taught at a southeastern university during an historical period of notable racial tension provided life-changing experiences for both Black and White students. Approximately 90 students enrolled in the course over a six-year period. Course requirements included small group discussions and readings, personal journals about associated experiences, a visit to a historically Black college, and a week-long live-in stay in the home of the other race. The interactive nature of the course compelled students to explore their racial convictions in significant depth. In addition to helping class members learn about the other race, the experience facilitated personal development and self-discovery. In retrospective studies, 20 years later, former students described the course as having life changing impacts and recommended that similar course be taught.

4:00 PM – 4:50 PM

Games and well-being: Leveling up in our use of interactive media

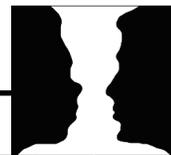
Milbank
Chapel (125
Zankel Hall)



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

Nick Fortugno, Playmatics, New York, NY





4:00 PM – 4:50
PM

Symposia

***Recruiting research participants of Color:
The digital world is your oyster***

Horace Mann
Hall 148

Samantha Duterville, B.A., University of Massachusetts,
Boston

Noor Tahirkheli, B.A., University of Massachusetts,
Boston

***Building from virtual to reality: Social
media, cultural competence, and social
action***

Horace Mann
Hall 424

Rebecca L. Torporek, Ph.D., San Francisco State
University

Bryan O. Rojas-Arauz, M.S. Counseling (MFCC),
University of Oregon

Kaiya Katarzyna Toporek Brown, High School Student

***Using digital technology to enhance
learning and practice of mindfulness in
diverse populations***

Horace Mann
Hall 152

Maren Westphal, Ph.D., Pace University, New York, NY

Leora Trub, Ph.D., Pace University, New York, NY

Qalvy Grainzvolt, B.S., Pace University, New York, NY

4:00 PM – 4:50
PM

Roundtables

***Using social media to spread awareness -
the realities of children living in poverty***

Horace Mann
Hall 140

Jessica Liu, M.S., LeHigh University

Hannah Bashian, B.S., LeHigh University

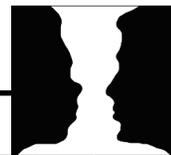
Monica Kim, M.S., LeHigh University

Christine Abraham, M.S., LeHigh University

Christopher T. H. Liang, Ph.D., LeHigh University

SUB-THEMES:

- Trauma Related Exposure
 - Educational & Nutritional Gaps
 - Immigrant and Language Barriers
-
-



Facilitating critical consciousness via social media

Horace Mann
Hall 144

Alexis DaFonseca, M.A., The University of Akron, Akron, OH

Thomas Vance, M.A., The University of Akron, Akron, OH

Vanessa Facemire, M.A., The University of Akron, Akron, OH

Katherine Fedele, M.A., The University of Akron, Akron, OH

SUB-THEMES:

- Critical consciousness applications to social media (SM)
- SM as a platform for dialogue/ alternate learning
- Utilizing a with not for approach in SM
- Navigating pitfalls of SM

The intersection of culture and ethics: Updates from the ethnic minority psychological groups

Grace Dodge
Hall 285

Gayle Morse, Ph.S., Society of Indian Psychologists

Nabil Hassan El-Ghoroury, Ph.D., Middle Eastern North African Psychologists Group

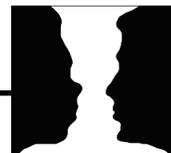
Helen H. Hsu, Psy.D., Asian American Psychological Association

Kevin Washington, Ph.D., Association of Black Psychologists

Melanie Domenech Rodriguez, Ph.D., National Latina/o Psychological Association

SUB-THEMES:

- Ethics
- Culture



5:00 PM – 5:50
PM

**THE 13TH ANNUAL SOCIAL JUSTICE ACTION
AWARD ADDRESS**

Cowin
Auditorium
Horace Mann
Hall 147



***Social justice leadership and cultural
competence: Holding higher education
accountable***

Patricia Arredondo, Ed.D., The Chicago School of
Professional Psychology, Chicago, IL

6:00 PM – 6:30
PM

**PRESENTATION OF THE SOCIAL JUSTICE
ACTION AND JANET E. HELMS AWARDS**

Cowin
Auditorium
Horace Mann
Hall 147

Marie L. Miville, Ph.D., Conference Director, Teachers
College, Columbia University, New York, NY

6:30 PM – 7:45
PM

**WINTER ROUNDTABLE RECEPTION &
STUDENT POSTER SESSION**

TC Cafeteria

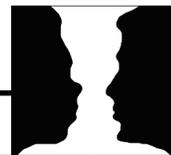
We welcome you to attend a reception to honor the invited speakers and the recipients of the *Social Justice Action Award* and the *Janet E. Helms Award for Mentoring and Scholarship*.

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, 35 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.

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Assessing the influence of Black racial identity on perceived discrimination and professional success

Clifton Berwise, M.A., University of Rhode Island, Kingston, RI

Taoism cognitive orientation and psychological well-being

Yi Miao (Iris), B.S., The New School for Social Research, New York, NY

Ariane Ling, M.A., The New School for Social Research, New York, NY

Rachel Floyd, B.A., Teachers College, Columbia University, New York, NY

Doris F. Chang, Ph.D., The New School for Social Research, New York, NY

#DearBlackGirl: Exploring the transformative power of collective self-love

Shanna Nicole Smith, B.A., The Chicago School of Professional Psychology, Chicago, IL

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

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

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

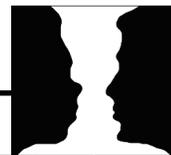
A girlfriend, a boyfriend, and a lisp: Which Jon is more likely to receive a call back from counseling professionals?

Collin N. Vernay, Doctoral Student, University of Maryland- College Park, College Park, MD

Rajni Sharma, Doctoral Student, University of Maryland- College Park, College Park, MD

Jamie Welch, Doctoral Student, University of Maryland- College Park, College Park, MD

Richard Q. Shin Ph.D., Loyola University Chicago, Chicago, IL



African-American community member perspectives towards suicide stigma and media-based intervention

Wyatt Demilia, B.S., Teachers College, Columbia University, New York, NY

Kavitha Rao, B.S., Teachers College, Columbia University, New York, NY

Jung Hui Hong, M.A., Teachers College, Columbia University, New York, NY

Sydneyjane Varner, B.S., Teachers College, Columbia University, New York, NY

Jaylaan Ahmad-Llewellyn, B.S., Teachers College, Columbia University, New York, NY

An exploration of the relationship between media, minority group representations, and cultural competency in the African American community.

Binoy Shah, B.Sc., M.A., Teachers College, Columbia University, New York, NY

Amber Graham, M.A., Teachers College, Columbia University, New York, NY

Jenny Shen, B.Sc., Teachers College, Columbia University, New York, NY

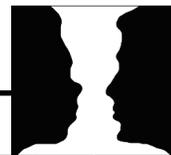
Julia Melvin, M.A., Teachers College, Columbia University, New York, NY

Applying minority stress theory to atheists

Jacob S. Sawyer, M.Phil., Teachers College, Columbia University, New York, NY

Negar Morshedjian, M.A., Ed.M., Teachers College, Columbia University, New York, NY

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



Caregiving in the digital age

Kristen Lipari, M.S., Fordham University, New York, NY

Mikaela Pitcan, M.S., Fordham University, New York, NY

Hannah Wertz, M.S., Fordham University, New York, NY

Deidre Bassolino, M.S., Fordham University, New York, NY

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

Conceptualizing the closet: Differentiating stigma concealment and nondisclosure processes

Skyler D. Jackson, M.S., University of Maryland, College Park, College Park, MD

Jonathan J. Mohr, Ph.D., University of Maryland, College Park, College Park, MD

Counseling the culturally dominant: White clients' experiences in interracial therapy dyads

Jordan J. Dunn, B.A., New School for Social Research, New York, NY

Sophia M. Williams, M.A., New School for Social Research, New York, NY

Joanna Adely, B.A., New School for Social Research, New York, NY

Doris F. Chang, Ph.D., New School for Social Research, New York, NY

Cultural historiography and psychobiography of the future: Embracing social media tools

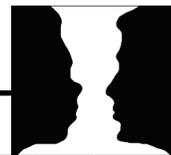
Molly Brawer, M.S.Ed., Fordham University, New York, NY

Atara Wertentheil, M.S.Ed., Fordham University, New York, NY

Patricia Kim, M.A., Ed.M., Fordham University, New York, NY

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

Friday, February 26, 2016



Culture-specific perspectives of treatment and intervention practices for Laotian youth at risk for suicide

Amar Mandavia, B.S., Teachers College, Columbia University, New York, NY

Debbie Huang, M.P.H., Mailman School of Public Health, Columbia University, New York, NY

Jeffrey Wong, B.S., Teachers College, Columbia University, New York, NY

Lawrence H. Yang, Ph.D., Mailman School of Public Health,
Columbia University, New York, NY

Determination of a 2 factor model of coping with observed racism/oppression and the role of religion

Shavern Browne, M.A., University of Missouri – Kansas City, Kansas City, MO

Carolyn E Barber, Ph.D., University of Missouri – Kansas City, Kansas City, MO

Dr. Jacob Marszalek, Ph.D., University of Missouri – Kansas City, Kansas City, MO

Kimberly Langrehr, Ph.D., University of Missouri – Kansas City, Kansas City, MO

Environmental and cultural factors that may influence weight loss maintenance after bariatric surgery in ethnic minorities

Emily Blakley, B.A., Pace University, New York, NY

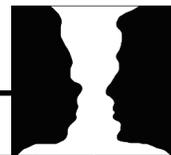
Maren Westphal, Ph.D., Pace University, New York, NY

Examining the role of media to inform suicide prevention strategies in the Latino/a community

Francesca Crump, B.A., Teachers College, Columbia University, New York, NY

Jenny Shen, B.S., Teachers College, Columbia University, New York, NY

Friday, February 26, 2016



Jung Eui Hong, M.A., Teachers College, Columbia University, New York, NY

Bernalyn Ruiz, B.A., Teachers College, Columbia University, New York, NY

Gaming the gamers: Gender and racial portrayals in trailers of popular videogames

Javon Goard, University of Maryland – College Park, College Park, MD

Zero feet away: HIV risk, community connectedness, and psychological distress amongst Grindr-using men

Aaron Breslow, B.A., Teachers College, Columbia University, New York, NY

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

Eric E. Arnold, Ed.M., LMHC, Teachers College, Columbia University, New York, NY

Immigration photo narratives: #UndocumentedUnafraid and #Not1More, a pilot study

Robert Mendez, B.A., The Chicago School of Professional Psychology, Chicago, IL

Erika Velasco, B.A., The Chicago School of Professional Psychology, Chicago, IL

Concepcion Marin, B.S., The Chicago School of Professional Psychology, Chicago, IL

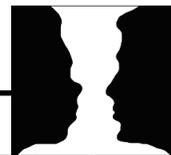
Hector Y. Adames, Psy.D., The Chicago School of Professional Psychology, Chicago, IL

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

Impact of media on cultural identity and mental health well-being in a Native American community sample

Jun Hong Chen, B.A., Teachers College, Columbia University, New York, NY

Friday, February 26, 2016



Rona Tarazi, B.S., Teachers College, Columbia University,
New York, NY

Cindy Tran, B.A., Teachers College, Columbia University,
New York, NY

Jonathan Sepulveda, M.A., Baruch College, New York,
NY

***Indo-Caribbean enculturation,
acculturation and mental health.***

Gregory Kanhai, M.Sc., The New School for Social
Research, New York, NY

***Latino/a LGB youth: A phenomenological
study of risk and resilience***

Jane E. Berkman, M.A., Fordham University, New York,
NY

Yeseul J. Choi, B.A., Fordham University, New York, NY

Lauren A. Coe, B.A., Fordham University, New York, NY

Ariel T. Sorensen, B.A., Fordham University, New York,
NY

***Media portrayal of Latino culture and
mental health converge to magnify stigma
in Latino mental health consumers.***

Kathleen Warman, B.S., B.A., Teachers College,
Columbia University, New York, NY

Christopher Ceccolini, B.A., Teachers College, Columbia
University, New York, NY

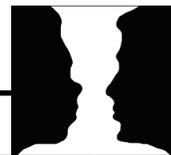
Junko Morita, M.A., Teachers College, Columbia
University, New York, NY

Kelly Morita, B.A., Teachers College, Columbia
University, New York, NY

***Multicultural treatments: Traditional
Chinese medicine as an alternative
treatment of physical and mental health
disorders***

Yue Shi, M.A., Arizona State University,

Friday, February 26, 2016



***Racism in modern digital era:
Conceptualizing racism on the internet***

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

Matthew J. Miller, Ph.D., University of Maryland –
College Park, College Park, MD

***Telesupervision: Competencies in a digital
world***

Hannah Bashian, B.S., Lehigh University, Bethlehem, PA

Asmita Pendse, M.S., Lehigh University, Bethlehem, PA

Arpana G. Inman, Ph.D., Lehigh University, Bethlehem,
PA

***Testing in the digital age: Acceptability of
an HIV/STD prevention intervention for
MSM who use geolocation applications***

Eric E. Arnold, Ed.M., Teachers College, Columbia
University, New York, NY

***The double edge sword: The social justice
power of social media and the impact on
mental health of Black people***

Keishia M. Hemphill, M.Ed., Temple University,
Philadelphia, PA

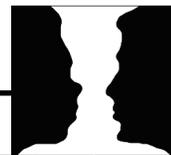
Lauren E. Smith, Ph.D., Temple University, Philadelphia,
PA

***The impact of social media usage among
African Americans***

Amanda M. Long, M.A., University of Houston, Houston,
TX

M. Nicole Coleman, Ph.D., University of Houston,
Houston, TX

Felicia Fisher, M.S., University of Houston, Houston, TX



Uncheck yourself: A social media campaign designed to challenge stereotypes through empowered declarations

Pauline Y. Venieris, M.A., M.M.F.T., Arizona State University, Phoenix, AZ

Charlene S. Kim, M.A., Arizona State University, Phoenix, AZ

Utilizing therapist self-disclosure to engage minority clients in cross-racial dyads

Kemi Soyaju, M.A., New School for Social Research, New York, NY

Validating the RaLES for use with Asian Americans

Christina Thai, B.S., University of Maryland – College Park, College Park, MD

Alvin Alvarez, Ph.D., San Francisco State University, San Francisco, CA

Matthew J. Miller, Ph.D., University of Maryland – College Park, College Park, MD

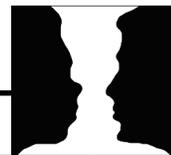
What's your WorldStar worldview? A phenomenological study of diverse school counselor candidates, and their perceptions of urban youth who post and view altercations online.

Kristin Brown, School Counseling M.S.Ed. Candidate, Brooklyn College, Brooklyn, NY

Who you callin' a troll?: The online newspaper as a forum for racial aggression

Kristopher Palmer, M.A. Student, St. Mary's University, San Antonio, TX

Maggie Birchman, M.A. Student, St. Mary's University, San Antonio, TX



Rick Sperling, Ph.D., St. Mary's University, San Antonio,
TX

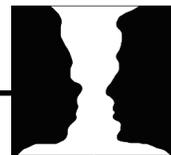
***Psychosocial costs of racism for Whites
(PCRW) and mental health: Examining the
relationship between PCRW subscales,
mood states, and White racial identity
development***

Corinne Galgay, Ed.M., Teachers College, Columbia
University, New York, NY

***A conceptual framework for understanding
body image among veiled image***

Nisma Zakria, B.A. expected, The College of Staten
Island, Staten Island, NY

Collette Chapman-Hilliard, Ph.D., The College of Staten
Island, Staten Island



Saturday, February 27, 2016

PROGRAM SCHEDULE

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

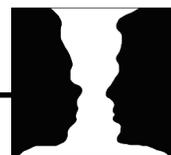
9:00 AM – 9:50 AM	<i>Registration & Refreshments</i>	Everett Lounge (118 Zankel)
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9:00 AM – 5:00 PM	<i>Book Fair</i> Please visit the Book Fair located in the Zankel Hallway (located on the first floor of Zankel Hall). The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.	Zankel Hallway
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10:00 AM – 12:30 PM	<i>WELCOME/ INTRODUCTORY COMMENTS</i> Marie L. Miville, Ph.D. , Conference Director, Teachers College, Columbia University, New York, NY	Cowin Auditorium (147 Horace Mann)
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Plenary Session  	<i>Cultural competence in the digital world: Centering voices of emerging scholars</i> Thomas A. Parham, Ph.D. , UC Irvine Counseling Center, Irvine, CA Matthew J. Miller, Ph.D. , University of Maryland – College Park, College Park, MD Silvia L. Mazzula, Ph.D., LPC , John Jay College of Criminal Justice, New York, NY Jioni A. Lewis, Ph.D. , University of Tennessee, Knoxville, TN Milo L. Dodson, Ph.D. , UC Irvine Counseling Center, Irvine, CA Doris F. Chang, Ph.D. , The New School for Social Research, New York, NY David P. Rivera, Ph.D. , Queens College – City University of New York, Queens,	Cowin Auditorium (147 Horace Mann)
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Saturday, February 27, 2016



Audience Questions & Interaction

12:30 PM –
1:30 PM

LUNCH

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

12:30 PM –
2:00 PM

Pathways to Practice

Join an informal luncheon, facilitated by Dr. Gregory Payton,
to discuss strategies for establishing culturally competent
practice.

Thompson
Hall 229

1:30 PM – 2:20
PM

Presenting a model for counseling cultural competence training online

A. Jordan Wright, Ph.D., Empire State College – State
University of New York, Academic Coordinator, New
York, NY

Milbank
Chapel
(Zankel
Building 125)



1:30 PM – 2:20
PM

Developing cultural competence through extramural instructional practices at an online high school

Papers

Laura Méndez Barletta, Ph.D., Stanford University,
Stanford, CA

Horace Mann
Hall 150

Negotiating barriers to leadership: Gender matters

Tania Carlson Reis, Ph.D., Gannon University, Erie,
PA

Grace Dodge
Hall 281

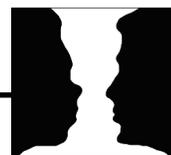
Music, technology and teens with ASD

Gena R. Greher, Ed.D., University of Massachusetts
Lowell, Lowell, MA

Ashleigh Hillier, Ph.D., University of Massachusetts –
Lowell, Lowell, MA

Horace Mann
Hall 424

Saturday, February 27, 2016



***The narratives of urban youth:
Exceptionality, educational attainment,
and access to empowerment social
capital***

Grace Dodge
Hall 457

David T. Lardier Jr., M.Ed., Montclair State
University, Montclair, NJ

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

Pauline Garcia-Reid, Ph.D., Montclair State
University, Montclair, NJ

1:30 PM – 2:20
PM

Symposia

***Media as a socializing agent and
intervention for developing sex positive
attitudes among Black women***

Horace Mann
Hall 138

LaWanda Hill, M.Ed, B.A., University of Houston,
Houston, TX

Martinique Jones, M.Ed., University of Houston,
Houston, TX

Akilah Reynolds, Ed.M., University of Houston,
Houston, TX

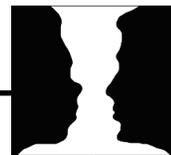
***Dating in the digital age: Treatment
issues with heterosexual & LGBT clients***

Horace Mann
Hall 144

Gregory Canillas, Ph.D., The Chicago School of
Professional Psychology

Laura Negin, Psy.D., The Chicago School of
Professional Psychology

Mallory Behar, M.A., The Chicago School of
Professional Psychology



1:30 PM – 2:20
PM

Roundtables

***Tenure track or mommy track: Do we
have to choose? Unique dilemmas
women face in academia***

Rebecca Rangel Campon, Ph.D., Seton Hall
University, South Orange, NJ

SUB-THEMES:

- Navigating maternity discrimination at the institutional and interpersonal levels,
- Creating boundaries in academia as a minority.
- Professional and Personal Identity: Academic and Motherhood.

Horace Mann
Hall 140

Looking beyond the web

Lyneia Hawkins, M.S., Howard University,
Washington, DC

Brittany Dancy Caro, M.A., Howard University,
Washington, DC

SUB-THEMES:

- Culture
- Gender
- Age
- Other

Horace Mann
Hall 146

***The supervision process amongst
supervisors of color and international
supervisees of color***

Jerome Farrell, Ph.D., LeHigh University

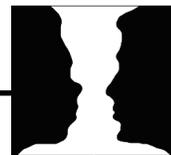
Hsin-Hua Cathy Lee, Ph.D., Arcadia University

Asmita Pendse, M.A., LeHigh University

SUB-THEMES:

- How racial dynamics play out in the supervisory relationship and how they can be navigated effectively
 - The experience of a being a doctoral student supervisor of color supervising international students
-

Grace Dodge
Hall 271



The Impact of Media Portrayal of Race-Related Issues on Individuals, Families, & Communities: Our Role as Treatment Providers

Grace Dodge
Hall 279

Keoshia Worthy, M.S., Seton Hall University, South Orange, NJ

Donjae Catanzariti, M.S., M.F.T., Seton Hall University, South Orange, NJ

SUB-THEMES:

- What are pros and cons of our technologically advanced society?
- How are individuals and family impacted by technology? Specifically, what are benefits and risks of utilization of technology for children, adolescents, parents; how does this impact communication and interpersonal relationships within the parent-child and intergenerational family dynamics?
- How do specific sociocultural factors and technology intersect in terms of individual and family functioning?
- What interventions address the intersections of technology, cultural, and overall healthy individual and family functioning? What are the implications for mental health treatment providers?

Trigger warnings in multicultural spaces

Grace Dodge
Hall 449

Sungsub Choo, B.S.Ed., Teachers College, Columbia University, New York, NY

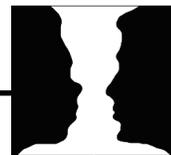
Jason Wang, B.A., Teachers College, Columbia University, New York, NY

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

Eric Arnold, Ed.M., Teachers College, Columbia University, New York, NY

SUB-THEMES:

- Trigger warning
- College campus



1:30 PM – 3:20
PM

Workshops



Why we can't wait: Operationalizing social justice in the age of trending topics

Horace Mann
Hall 142

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

Leah Gipson, MA, LCPC, ATR, School of the Art Institute of Chicago, Chicago, IL

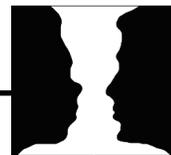
EDUCATIONAL OBJECTIVES:

This workshop will use liberation theology and critical consciousness theories as a foundation to help participants think critically about socially just practice. Learning objectives:

- Operationalize social justice.
- Develop a framework for social justice practice.
- Create plan to address social justice in their work.

DESCRIPTION:

The purpose of this three-hour workshop is to facilitate a process by which participants can begin to engage social justice in their work. Facilitators will lead participants through the development and operationalization of a social justice framework, the examination of the intersections of multiple identities that impact our conceptualization of social justice issues, and development of a plan to move from awareness to active social justice practice. The workshop is designed to address social justice practice in both research and clinical settings.



The power of stories: Using the #StoryCorps program to explore power & oppression in college classrooms

Horace Mann
Hall 148

Jenny Fauci, M.A., Boston College, Boston, MA

EDUCATIONAL OBJECTIVES:

In this experiential workshop, we will:

- Provide background on the use of storytelling to teach and learn about social oppression and
- Engage participants in an experiential "Story Corps" activity so that they will gain the skills necessary to use these tools in their own contexts.

DESCRIPTION:

In this experiential workshop, we will offer examples of how storytelling including the digital Story Corps program can be used as a powerful tool to teach about social oppression, privilege, and transformative possibilities. Inspired by our own love of stories, our orientation towards counseling, and our prior use of narrative to teach about social justice, we co-designed an undergraduate course that centered the power of storytelling. It was our hope that this emphasis would deepen our students' understanding oppression and transformation across various social locations, including race, social class, gender identity, and sexual orientation by paying close attention to themselves and others. In this workshop, we highlight some examples of this work including our digital Story Corps assignment. We will describe some of the outcomes of the exercise and discuss how those outcomes fit into our larger mission of expanding students' understanding of oppression and their personal place in it.



Technology and social media hacks for the healers

Horace Mann
Hall 152

Ifetayo Ojelade, Ph.D., Georgia State University

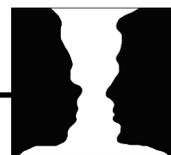
Monique Earl-Lewis, Ph.D., Morehouse College

Destiny Bunmi Davis, B.S., Agnes Scott College

EDUCATIONAL OBJECTIVES:

The goal of this presentation is to examine and share effective, healthy, and sustainable uses of technology. Attendees will learn culturally responsive applications, while applying HIPPA and ethical guidelines. Useful apps, social media, and other digital tools will be

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discussed for use in higher education, private practice, and non-profit organizations.

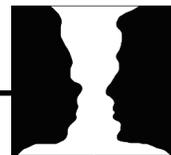
DESCRIPTION:

The utilization, integration and management of technology and social media in our personal and professional lives is challenging to most. Further, understanding the embedded cultural assumptions inherent within access to and use of technology is important for psychologists to consider. The goal of this presentation is to examine and share effective, healthy and sustainable uses of technology across the professional life of the practitioner-teacher-scholar. Attendees will learn culturally responsive uses of technology, while applying HIPPA and ethical guidelines. Adoptable best practices and strategies will be offered for use in higher education, private practice, and non-profit organizations. Participants will understand how culture impacts the way one utilizes technology and the common pitfalls to avoid when working with clients, in a classroom, or community setting.

2:30 PM – 3:20 PM	<i>Virtually Queer: Imagination, social-media bibliotherapy, and African American queer adolescents</i>	Horace Mann Hall 144
Papers	Perre Shelton, M.A., Howard University, Washington, DC	
<hr/>		
	<i>Developing a culture of mental health wellness: Reflections from a community college</i>	Grace Dodge Hall 281
	Jose Arreola, A.A., California State University, Northridge Tiffany Rice, Ph.D., East Los Angeles College	
<hr/>		
2:30 PM – 3:20 PM	<i>Death and loss for Atheists: A discussion on grief without belief in God(s)</i>	Horace Mann Hall 140
Roundtables	Jacob S. Sawyer, M.Phil., Teachers College, Columbia University, New York, NY Melanie E. Brewster, Ph.D., Teachers College, Columbia University, New York, NY	

SUB-THEMES:

- Lack of research with atheists and other nonbelievers



- Stigma of atheism
- Grief and loss for atheists
- Implications for research and practice

Short skirts don't cause rape: A roundtable discussion about the challenges of addressing root causes of gender-based violence on a college campus

Horace Mann
Hall 150

Sarah Livsey, Ph.D., Seton Hill University

Susan Eichenberger, Ph.D., Seton Hill University

Rebecca G. Harvey, Ph.D., Southern Connecticut State University

SUB-THEMES:

- Weigh in: What DOES cause rape? A discussion about hyper-masculinity, devaluing the feminine, the objectification of women, and other root causes of gender-based violence.
- Moving beyond risk reduction: A discussion about strategies to educate students and change behaviors around root causes of gender-based violence.
- Don't put away your phones: Using technology and other methods to assess the effectiveness of strategies to address root causes of gender-based violence on a college campus.

Teacher burnout prevention and intervention: Promotion of self-care through technology

Grace Dodge
Hall 271

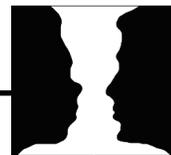
Beyza Sinan, M.S., Seton Hall University, South Orange, NJ

Jiwon Yoo, M.A., Ed.M., Seton Hall University, South Orange, NJ

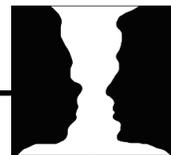
SUB-THEMES:

- How does burnout manifest in teachers and what are the risks and protective factors for teacher burnout, in terms of individual and environmental factors?
- What interventions and strategies have been utilized to relieve stress and prevent burnout? What are some intervention efforts made for teachers in the school setting?
- How does technology contribute to stress reduction and burnout prevention?

Saturday, February 27, 2016



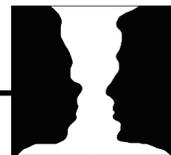
-
- How can mental health professionals provide support for teacher burnout? What are some challenges in working with teachers addressing issues related to stress burnout?
-



The 13th Annual Social Justice Action Award

P. Paul Heppner, Ph.D. holds a Curators' Professorship (the highest distinction) at the University of Missouri and Directs the Coalition for Cultural Competencies (an organization he co-founded in 1998). His research focuses on how people cope with stressful life problems across different cultural groups in the US as well as in other countries, including crossing national borders and developing cross-cultural competencies. He has published over 200 articles/book chapters, nine books, made hundreds of presentations at national conferences, and delivered over 70 invited international presentations across 14 countries. Dr. Heppner is the recipient of three Fulbright awards, is a Fellow in three Divisions of the American Psychological Association (17, 45 and 52) as well as the American Psychological Society. He has served on several national/international editorial boards, including as Editor of *The Counseling Psychologist*. In 2005/6 he served as President of the Society of Counseling Psychology, and in 2009 he received the Leona Tyler Award, the Society's highest award. He is also the recipient of numerous other awards for his leadership, research, teaching, mentoring, international work, and promoting diversity and social justice issues.

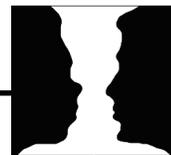
We are very pleased to present Dr. Heppner with the 13th Annual Social Justice Action Award.



The 26th Annual Janet E. Helms Award for Mentoring and Scholarship

Dr. Patricia Arredondo has been a life-long advocate of social justice and cultural competency development across professional organizations, higher education leadership positions, and through her scholarship. She is extensively published in these areas, addressing immigrant adaptation, counseling with Latinas/os, women's leadership and, organizational diversity. Currently, Dr. Arredondo is Co-Principal Investigator on a training grant from the National Science Foundation that advances women of color in STEM to administrative opportunities at Historically Black Colleges and Universities and Tribal Colleges. She is also a Visiting Professor with the Counseling Program, Arizona State University. Her career of more than 30 years includes full professor positions and senior leadership roles. Dr. Arredondo became president of Chicago campus of The Chicago School of Professional Psychology (TCSPP) in February 2013 after successfully serving in senior administrative roles with the University of Wisconsin-Milwaukee and Arizona State University. Additionally, she led an organizational consulting firm addressing diversity in the workplace in Boston for 13 years. As of June 2015, she assumed a new position with TCSPP as Senior Advisor for Institutional Initiatives. A licensed psychologist, Dr. Arredondo holds a doctoral degree in Counseling from Boston University. She is recipient of multiple awards for her scholarship and servant leadership. She is the proud founding president of the National Latina/o Psychological Association.

We are very pleased to present Dr. Arredondo with the 26th Janet E. Helms Award.



CONFERENCE DIRECTOR



Marie L. Miville, Ph.D.

Dr. Marie L. Miville is an Associate Professor of Psychology and Education at Teachers College, Columbia University and Chair of the Department of Counseling and Clinical Psychology. She is the author of two books and over 60 journal articles and book chapters dealing with multicultural issues in counseling and psychology. She is currently serving or has served on several editorial boards, including *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Latina/o Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, and *Training and Education in Professional Psychology*. Dr. Miville has served in several leadership positions, including Co-Chair of a joint Division 17/CCPTP Special Task Group that developed the Integrative Training Model, a competency-based model integrating multiple aspects of diversity. Dr. Miville is Past-President of the National Latina/o Psychology Association (NLPA), Vice President for Education and Training for the American Psychology Association (APA) Division 17, and the Book Series Editor for APA Division 44. Dr. Miville is a Fellow of the American Psychological Association (Division 17 and 45).

CONFERENCE CO-COORDINATORS



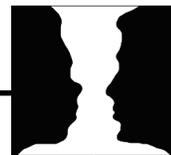
Mariel Buque, M.A.

Mariel Buque is a third year doctoral student in Counseling Psychology at Teachers College, Columbia University. She obtained her M.A. in Psychology from Seton Hall University in South Orange, NJ and her B.A. in Journalism and Media Studies from Rutgers University in New Brunswick, NJ. She is currently serving in her role as the Winter Roundtable Conference Co-Coordinator and is a member of Dr. Marie L. Miville's research team.



Veronica Johnson, M.Phil.

Veronica Johnson is a fifth year doctoral student in Counseling Psychology at Teachers College, Columbia University. She received her B.Sc. in Psychology at the University of Florida, graduating cum laude. In addition to her role as Winter Roundtable co-coordinator, Veronica is also a member of Dr. Robert T. Carter's research team.



INVITED SPEAKERS

Hector Y. Adames, Psy.D., *The Chicago School of Professional Psychology*

Dr. Hector Y. Adames received his doctorate in Clinical Psychology from the APA accredited program at Wright State University in Ohio and completed his APA pre-doctoral internship at the Boston University School of Medicine's Center for Multicultural Training in Psychology (CMTP). By training, he is a neuropsychologist and currently an Associate Professor at The Chicago School of Professional Psychology. He is the editor of *Latina/o Psychology Today* (LPT) and the co-author of a textbook focusing on skin-color and physiognomy among U.S. Latino/as titled, *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences* to be published in 2016 by Routledge Press. His research focuses on how socio-race, skin-color, colorism, and how ethnic and racial group membership influence health and cognition (i.e., brain functioning). He has earned a number of awards including the *2014 Distinguished Professional Early Career Award* from the National Latina/o Psychological Association (NLPA). You can follow him on Twitter @HYAdames

Melanie E. Brewster, Ph.D., *Teachers College, Columbia University*

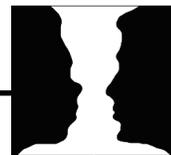
Melanie Brewster, Assistant Professor of Psychology and Education at Columbia University, earned her Ph.D from the University of Florida. Her research focuses on marginalized groups and examines how experiences of discrimination and stigma may shape the mental health of minority group members (e.g., LGBTQ individuals, atheists, people of color). Dr. Brewster also examines potential resilience factors, such as bicultural self-efficacy and cognitive flexibility, that may promote the mental health of minority individuals. Her first book, *Atheists in America*, was published by Columbia University Press in 2014. She tweets about atheism, queer issues, and academia @melysebrewster

Muninder Kaur Ahluwalia, Ph.D., *Montclair State University*

Muninder K. Ahluwalia is an Associate Professor in the Department of Counseling and Educational Leadership in the College of Education and Human Services at Montclair State University. Dr. Ahluwalia received her Ph.D. in Counseling Psychology from New York University. She serves on the Committee on Ethnic Minority Affairs of the American Psychological Association, and the Editorial Board for *Journal for Social Action in Counseling and Psychology*. Dr. Ahluwalia's engages in research and scholarship with her students focusing on intersecting identities of racial and ethnic minorities in the U.S., with particular attention to the psychological impact of racism and discrimination on individuals and communities. Current research studies include the experiences of faculty of color teaching multicultural competence, and the experiences of the Sikh youth in the face of religious oppression and discrimination. Dr. Ahluwalia also has a consultation practice, where she engages in assessment and training related to multicultural competence.

Doris F. Chang, Ph.D., *New School for Social Research*

Doris F. Chang is Associate Professor of Psychology at the New School for Social Research and a research scientist at the Center of Excellence for Cultural Competence, New York State Psychiatric Institute. Her research addresses disparities in the quality of mental health services for racial and ethnic minorities by a) describing the role of race, ethnicity, and culture in mental health and service delivery, b) identifying strategies for improving treatment processes and outcomes involving racially, culturally, and linguistically discordant provider-patient dyads, and c) developing empirically- and culturally-grounded therapeutic interventions. She is currently the principal investigator of an international collaboration to develop and apply Taoist Cognitive Therapy to Chinese American immigrants with generalized anxiety disorder. In 2015, Dr. Chang was awarded The New School Award for Outstanding Achievements in Diversity and Social Justice Teaching. A licensed clinical psychologist, Dr. Chang also maintains a private practice in New York City.



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

Nayeli Y. Chavez-Dueñas received her doctorate in Clinical Psychology from the APA accredited program at Southern Illinois University at Carbondale. She is an Associate Professor at The Chicago School of Professional Psychology where she serves as the faculty coordinator for the concentration in Latino/a Mental Health for the masters in counseling psychology. She is the associate editor of *Latina/o Psychology Today* (LPT); and the co-author of a textbook that focuses on skin-color and within group differences among Latino/as in the U.S. titled, *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences* to be published in 2016 by Routledge Press. Her research focuses on colorism, skin-color differences, parenting styles, immigration, unaccompanied minors, multiculturalism, and race relations. She has earned a number of awards including the *2012 Distinguished Teaching Award for Excellence in Multicultural Pedagogy* by TCSPP. You can follow her on Twitter @NYChavez

W. E. Cross, Jr., Ph.D., *University of Denver*

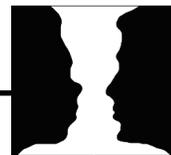
Dr. Cross is “old school” and his involvement in the racial-cultural discourse dates back to 1971. He exited the Graduate Center-CUNY in 2008 as professor emeritus, with the intention of retiring but as he tells his friends, he is a total failure at retiring, and has since held positions at UNLV and currently the University of Denver. The Winter Roundtable is one of his favorite spaces and places and while he is healthy and full of energy, he wants to say good-bye and hold conversation with students, faculty and friends who share his passion for the study of identity. Dr. Cross took his PhD from Princeton in 1976 and has held positions at Cornell University, Penn State University, the University of Massachusetts-Amherst, the Graduate Center-CUNY, UNLV and the University of Denver. His most recent work is an edited volume on black identity [Meaning making, internalized racism and African American Identity] that is being considered by SUNY Press. Jas Sullivan, PhD., of the LSU Political Science Department, is co-editor.

Milo L. Dodson, Ph.D., *University of California - Irvine*

Dr. Milo L. Dodson earned his Ph.D. in Counseling Psychology from the University of Illinois at Urbana-Champaign and completed his undergraduate studies at the University of Notre Dame. He is currently a Post-Doctoral Fellow at the UC Irvine Counseling Center. Dr. Dodson is a committed advocate for service-based leadership, and serves as Camp Director for Common’s Dreamers and Believers Summer Youth Camp. He also provides consultation services for the MVP Group Program - an innovative talent development consultancy. Dr. Dodson was recently hired by his former choir – the internationally acclaimed Pueri Cantores San Gabriel Valley – as the Director of Team Building to help co-lead the choir on its pilgrimage-tour to Italy. Dr. Dodson is currently working on creating/hosting a television show to holistically discuss wellness, mental health, and social justice. This fall, Dr. Dodson became a member of Alpha Phi Alpha Fraternity, Inc. by way of Xi Iota Lambda Chapter.

Melanie M. Domenech Rodríguez, Ph.D., *Utah State University*

Melanie M. Domenech Rodríguez is a Professor of Psychology at Utah State University. At present, Dr. Domenech Rodríguez is actively engaged in programs of research in Oregon, Missouri, and Idaho. In Oregon, Dr. Domenech Rodríguez is collaborating with Iris Educational Media to develop and implement Padres Preparados, a preventive parenting intervention for Spanish-speaking parents of preschool aged children. Padres Preparados is a Parent Management Training - Oregon (PMTO) model intervention. In Missouri, Dr. Domenech Rodríguez is collaborating with colleagues on a project to implement PMTO training in university settings using distance education technology with the ultimate goal of providing a sustainable model for dissemination of evidence-based interventions. Finally, Dr. Domenech Rodríguez is collaborating on a Health Resources and Services Administration grant. Pipeline to Diversity targets linguistic and cultural competence of Physician Assistant Studies students with the ultimate goal of improving access to medical services for marginalized populations. Dr. Domenech Rodríguez is President of the National Latina/o Psychological Association. Dr. Domenech Rodríguez is a licensed psychologist. She obtained her doctoral degree at Colorado State University in 1999.



Jioni A. Lewis, Ph.D., *University of Tennessee, Knoxville*

Jioni A. Lewis received her Ph.D. in Counseling Psychology from the University of Illinois, Urbana-Champaign. She is currently an assistant professor in the Department of Psychology at the University of Tennessee, Knoxville. Her research is focused on the impacts of subtle forms of racism on the mental and physical health of people of color, with a specific focus on women of color. She recently developed a self-report instrument to measure Black women's experiences with the intersection of subtle forms of racism and sexism, or gendered racial microaggressions. She serves as the Media and PR Co-Coordinator for Division 17 of the American Psychological Association. She also serves on the editorial boards of *The Counseling Psychologist* and *Psychology of Women Quarterly*. Dr. Lewis was recently awarded the 2015 Carolyn Payton Early Career Professional Award from Division 35 of the American Psychological Association for her published work addressing the concerns of black women and girls.

Silvia L. Mazzula, Ph.D., *John Jay College of Criminal Justice, City University of New York*

Dr. Silvia Mazzula is a psychologist, professor, mental health researcher and author. She is the Executive Director of the Latina Researchers Network, an Assistant Professor of Psychology at John Jay College of Criminal Justice, CUNY, and Former President of the Latino Psychological Association of New Jersey. Dr. Mazzula has extensive research and counseling experience with underserved communities. She is a speaker, consultant and trainer on issues of diversity, inclusion and leadership development.

Matthew J. Miller, Ph.D., *University of Maryland, College Park*

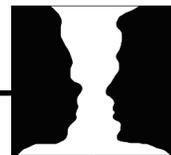
Matthew J. Miller is an associate professor and the co-director of training of the counseling psychology program in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. He is currently on the editorial boards of the *Journal of Counseling Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, *Asian American Journal of Psychology*, *Journal of Career Assessment*, and *Measurement and Evaluation in Counseling and Development*. His Culture, Race, and Health Lab studies (a) basic cultural and race-related processes, (b) the role of cultural and racial factors in health and health disparities, and (c) the measurement and assessment of cultural and racial constructs. Currently, one of his research priorities is to develop interventions that increase historically underserved populations' access to culturally appropriate evidence based strategies for coping with racism and depression in an ecologically valid video format.

Kevin L. Nadal, Ph.D., *John Jay College of Criminal Justice, City University of New York*

Kevin Nadal, Ph.D. is an Associate Professor at the City University of New York (John Jay College of Criminal Justice and The Graduate Center), the Executive Director of CLAGS: The Center for LGBTQ Studies, and the President of the Asian American Psychological Association. He is a national trustee of the Filipino American National Historical Society and a co-founder of the LGBTQ Scholars of Color Network. He is one of the leading researchers in understanding microaggressions, or subtle forms of discrimination that negatively impact historically marginalized groups. A California-bred New Yorker, he was one of *People Magazine's* hottest bachelors in 2006; he once won an argument with Bill O'Reilly on Fox News Channel's "The O'Reilly Factor"; and he was even once a Hot Topic on ABC's "The View". He has also been featured in the *New York Times*, *Buzzfeed*, *The O'Reilly Factor*, *HGTV*, *The Weather Channel*, *ABC News*, *PBS*, and more.

Thomas A. Parham, Ph.D., *University of California, Irvine*

Thomas A. Parham is Vice Chancellor, Student Affairs and an adjunct faculty member at the University of California, Irvine. Prior to these positions, he served as Assistant Vice Chancellor for Counseling and Health Services, Counseling Center Director, and Director of the Career and Life Planning Center at UCI. Before that, Dr. Parham held an appointment on the faculty at the University of Pennsylvania in Philadelphia. Dr. Parham received his Ph.D. in counseling psychology at Southern Illinois University at Carbondale. He has also been recognized as a "Distinguished Psychologist" by the Association of Black Psychologists. For the past 30-plus years, Dr. Parham has focused his research efforts in the area of psychological nigrescence and has authored 6 books and over 40 journal articles and book chapters in the areas of identity development, African psychology and multicultural counseling. He has also produced several videos including *Counseling African Americans*, *Youth and Violence*, and *Innovative*



Approaches to Counseling African Descent People. Dr. Parham has received numerous honors and awards for his academic contributions and community service.

David P. Rivera, Ph.D., *Queens College, City University of New York*

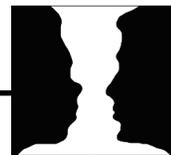
Dr. David P. Rivera is an associate professor of counselor education at Queens College-CUNY. He received his doctorate in counseling psychology from Teachers College, Columbia University. He also holds degrees in psychology and counseling from Johns Hopkins University and the University of Wyoming. David's research focuses on cultural competency development and issues impacting the marginalization and wellbeing of people of color and oppressed sexual orientation and gender identity groups, with a focus on microaggressions. He has published journal articles and book chapters in various areas of multicultural psychology. David is currently board co-chair of CLAGS: Center for LGBTQ Studies, on the executive committee of the APA's Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, a consulting editor of the journal *Psychology of Sexual Orientation and Gender Diversity*, and an adviser to The Steve Fund. His practical work includes consultations and trainings on a variety of cultural competency issues.

Anastasia Salter, D.C.D., *University of Central Florida*

Anastasia Salter is an assistant professor of digital media at the University of Central Florida. She is the author of *What is Your Quest? From Adventure Games to Interactive Books* (University of Iowa Press, 2014) and co-author of *Flash: Building the Interactive Web* (MIT Press, 2014). Her recent projects include "Alice in Dataland" (Kairos 20.1), a playful multimodal exploration of Alice and her Wonderland as a metaphor, and "Secret Societies of the Avant-garde," a game for teaching 20th century art history developed in collaboration with Keri Watson. She writes for Profhacker, a blog on technology and pedagogy hosted by the Chronicle of Higher Education, and is a member of the THATCamp Council. Website: anastasiasalter.net Twitter: @anasalter

A. Jordan Wright, Ph.D., *Empire State College, State University of New York*

A. Jordan Wright, Ph.D., ABPP is the academic coordinator for psychology at the Center for Distance Learning at Empire State College, State University of New York. He earned his Ph.D. in clinical psychology from Columbia University, is a diplomate of the American Board of Assessment Psychology, and is a fellow of the Society for Personality Assessment. He oversees the online psychology curriculum for the college and designs the online offerings. He is the author of *Conducting Psychological Assessment: A Guide for Practitioners* (Wiley, 2010) and co-author of the sixth edition of the *Handbook of Psychological Assessment* (Wiley, 2016). His research focuses primarily on minority stress, microaggressions, and identity and personality within the LGBTQ community. He is the author of the Homonegative Microaggression Scale (HMS), and he designs and delivers microaggressions trainings throughout secondary and higher educational contexts.

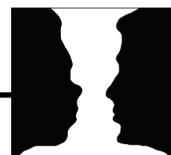


SPECIAL EVENTS AND OTHER IMPORTANT INFORMATION

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. Puncy P. Heppner and Patricia Arredondo 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.

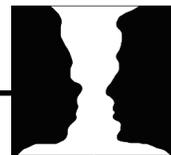
DIVISION AND ASSOCIATION REPRESENTATIVES: Several presidents and representatives from professional associations will be present at the conference. We encourage participants to obtain further information about these associations and divisions in the registration area as well as speak to these representatives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



WE WOULD LIKE TO THANK OUR
CONFERENCE SPONSORS:



American
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(Platinum – Gold – Silver)

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 also include five important features:

- * Social Justice Action Award
- * Janet E. Helms Award for Mentoring and Scholarship
- * Student Scholarship Program
- * Pathways to Publication Forum
- * Pathways to Practice Forum

We look forward to continuing our tradition and expanding knowledge among our colleagues and students.

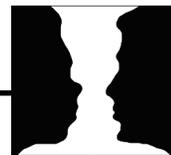
I would like you to consider supporting the 2017 Winter Roundtable by becoming a conference sponsor.

Please visit, <http://www.tc.edu/roundtable/sponsor> for more information and a list of sponsorship package options.

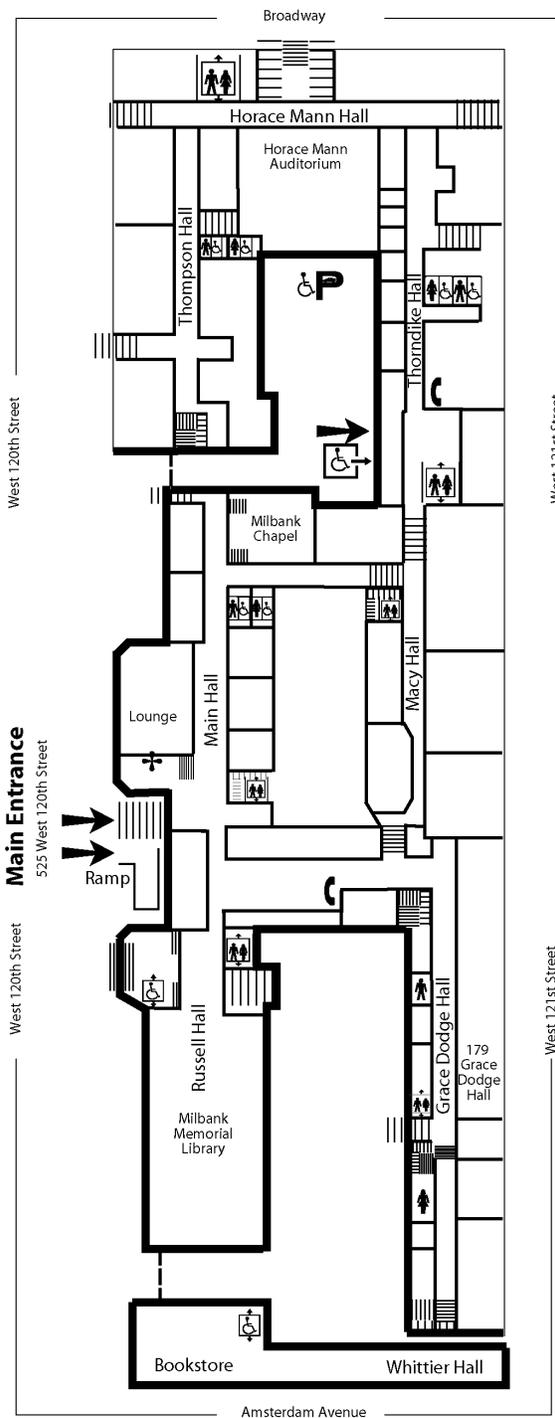
We greatly appreciate your generosity and look forward to your continued support. Please give me a call or send me an email if you have any questions about these opportunities.

Sincerely,

Marie L. Miville, Ph.D.
Director, Winter Roundtable on Cultural Psychology and Education
Teachers College, Columbia University
525 West 120 Street, Box 102
New York, NY 10027
(212) 678-3343
mlm2106@tc.columbia.edu



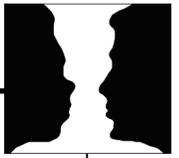
MAPS OF TEACHERS COLLEGE



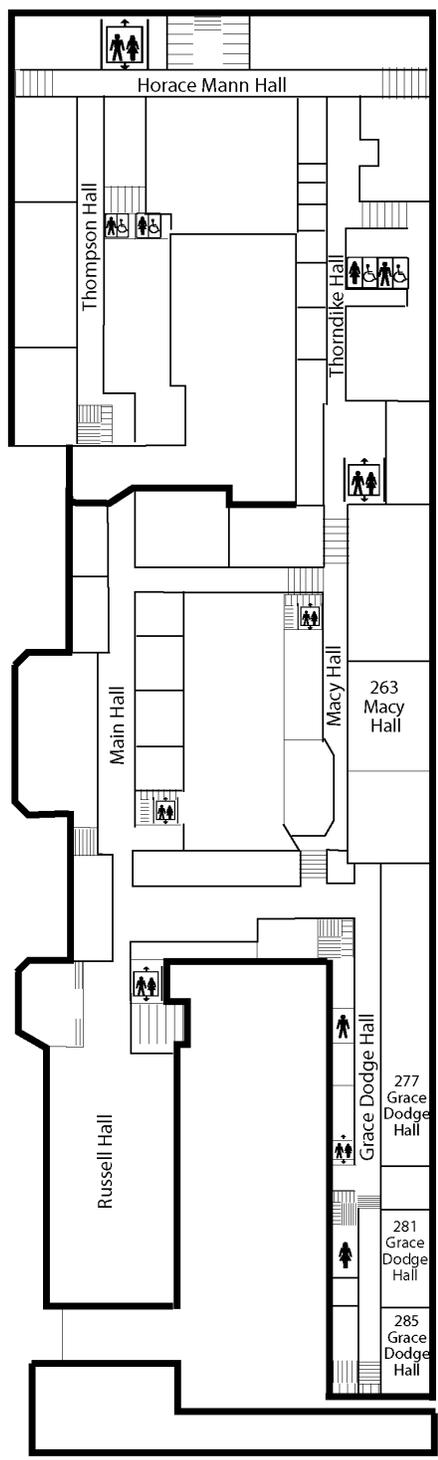
FIRST FLOOR

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 =