**PROGRAM SCHEDULE**

Friday, February 16, 2007

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

8:00 – 8:50 AM  **Registration & Refreshments**  179 Grace Dodge Hall

8:00 AM – 5:00 PM  **Book Fair**  177 Grace Dodge Hall

Please visit the Book Fair located in 177 Grace Dodge Hall, the main registration area. The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.

9:00 – 9:15 AM  **Welcome & Opening Session**  Cowin Auditorium (147 Grace Dodge Hall)

**KEYNOTE ADDRESS**

*Dealing the Cards and Playing the Hand: Race and Culture in the Age of Genomics*

Vivian Ota Wang, Ph.D., National Institutes of Health

9:15 – 10:20 AM  **10:20 – 10:45 AM**  **QUESTION AND ANSWER PERIOD**

11:00 AM – 11:50 AM

**Papers**  Milbank Chapel (125 Main Hall)

*Beyond Difficult Dialogues on Racism: How We Can Strengthen the Likelihood of Local-Global Social Action*

Chalmer E. Thompson, Ph.D., Indiana University—Purdue, Indianapolis, IN

*The Effect of Acculturation, Ethnic Identity, and Religious Affiliation on Perceived Discrimination for Middle Easterners, Arabs, and Muslims*

Germaine H. Awad, Ph.D., University of Missouri, Columbia, MO
Symposia

**Mentoring Counseling Faculty of Color: Multicultural Competence in Action**

Cicely Horsham-Brathwaite, Ph.D., University of Bridgeport, Bridgeport, CT

Portia Hunt, Ph.D., Temple University, Philadelphia, PA

Lisa Slade, B.A., University of Bridgeport, Bridgeport, CT

**The Question of Competence: African American Faculty in the Academy**

S. Kent Butler, Ph.D., University of Missouri—St. Louis, St. Louis, MO

Vivian J. McCollum, Ph.D., Albany State University, Albany, GA

**Treatment Issues and Social Stressors Faced by Chinese Immigrants with Severe Mental Illness**

Yu-Wen Chou, Psy.D., Mailman School of Public Health, Columbia University, New York, NY

Rufina J. Lee, Ph.D., MSW, Mailman School of Public Health, Columbia University, New York, NY

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

**A Preliminary Evaluation: Student and Community Recipients' Perception of Multicultural Service-Learning**

Lori Simons, Ph.D., Widener University, Chester, PA

Nancy Blank, Ph.D., Widener University, Chester, PA

Elizabeth Williams, Widener University, Chester, PA

Cassandra Dry, Widener University, Chester, PA
Traditional and Non-Traditional Approaches to Capitalizing on Leadership Capacity: Gifted African American Males in High School

Fred A. Bonner, II, Ed.D., Texas A&M University, College Station, TX
Aretha F. Marbley, Ph.D., Texas Tech University, Lubbock, TX
Robin L. Hughes, Ph.D., Indiana University—Purdue, Indianapolis, IN
Felicia M. Nave, Ph.D., Prairie View A&M University, Prairie View, TX

Racial and Cultural Aspects of Teacher and Therapist Perceptions and Interactions with African American Male Adolescents

Duane Thomas, Ph.D., University of Pennsylvania, Philadelphia, PA
Keisha Bentley, M.A., University of Pennsylvania, Philadelphia, PA
Valerie N. Adams, M.Ed., University of Pennsylvania, Philadelphia, PA
Howard C. Stevenson, Ph.D., University of Pennsylvania, Philadelphia, PA

11:00 AM – 12:50 PM
Workshops
Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs: A Multiculturally-Infused Model

Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ
Heather Z. Lyons, Ph.D., Loyola College in Maryland, Baltimore, MD
Regine M. Talleyrand, Ph.D., George Mason University, Fairfax, VA
Jeffrey D. Strain, Ph.D., Loyola College in Maryland, Baltimore, MD

Educational Objectives:
- To learn about the importance of advising relationships in psychology doctoral training through both didactic presentation and audience participation.
- To learn about the factors that contribute to successful advising relationships.
- To learn about the impact of within-group cultural variables on advising relationships and their outcomes and effects.

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on advising relationships, and the outcomes related to advising relationships.

DESCRIPTION:
The purpose of this workshop is to share a beginning theory that was created to promote research on and provide practical direction for advising relationships while incorporating multicultural issues. The first presenter will synthesize the extant research on advising and mentoring relationships, and will define both constructs and draw distinctions between them. The second presenter will discuss how advising relationships are affected by within group cultural variables and racial and cultural socialization experiences. The third presenter will offer our beginning theory and suggestions for future research. The final presenter will reflect on his experiences as a first-year faculty member making the transition from advisee to advisor. This reflection will include real-world applications and limitations of the presented theory.

Traditional and Non-Traditional Approaches to Wellness: Implications for Multicultural Group Work and Its Role in Psychology and Education

Bogusia Molina, Ph.D., Fairfield University, Fairfield, CT

Michael Tlanusta Garrett, Ph.D., University of Florida, Gainesville, FL

Julieta Monteiro-Leitner, Ph.D., Southeast Missouri State University, Cape Girardeau, MO

EDUCATIONAL OBJECTIVES:
- To gain awareness of how one can experience harmony with authentic self through authentic connections with self and others.
- To articulate, experience, and leave the session with useful concepts for integrating wellness and the multicultural group work practice and science in educational and community settings.

DESCRIPTION:
Presenters will share information about traditional and non-traditional approaches to wellness. Specifically, cross-cultural perspectives on wellness will be examined, with emphasis on implications for multicultural group work and its role in psychology, education, and community building. The process of integrating cross cultural wellness approaches will be modeled with emphasis on Native American, South American, and Eastern European traditions/creative expressions and rituals. Presenters will share multicultural perspectives on wellness and in the process demonstrate the wisdom of multicultural non-traditional and traditional perspectives. Implications for psychology, counseling, and education will be emphasized.
**Eliminating Health Disparities: Expanding Roles for Psychologists in Medical Education**

Jeffrey Ring, Ph.D., White Memorial Medical Center, Los Angeles, CA

**EDUCATIONAL OBJECTIVES:**
- To be able to describe a number of health disparities in the United States.
- To be able to describe the awareness, knowledge, and skills components of a curriculum in culturally responsive medical care.
- To increase their own personal awareness of bias, stereotypes and comfort zones.

**DESCRIPTION:**
This workshop will review the devastating ethnic/racial health disparity data in the United States from an historical perspective. We will explore current approaches and strategies (and roles for psychologists) within medical education toward the improvement of culturally responsive healthcare access, diagnosis and treatment. Participants will have the opportunity to personally experience a number of the training exercises and strategies taken from culturally responsive medicine curricula. These exercises reflect creative educational strategies which seek a balance between non-threatening approaches and the intentional stretching of the boundaries of our comfort zones. Clearly, one will only be able to successfully teach others about culturally responsive attitudes to the degree that he or she has previously done the same internal reflection.

12:00 – 12:50 PM

**Papers**

**Education and Social Justice: A Framework for Assessing Educational Policy**
Carl A. Grant, Ph.D., University of Wisconsin, Madison, WI

**Bridging Cultural Barriers In Spite of War: Unique Traditional and Non-Traditional Peacebuilding Projects Fostering Coexistence and Cooperation Between Palestinians and Israelis**
Judy Kuriansky, Ph.D., Teachers College, Columbia University, New York, NY

**The Suppression of Multiple Realities in a White-Defined Reality: Implications for Counseling, Social Justice, and Global Security**
Darryl L. Townes, Ph.D., Georgia State University, Atlanta, GA
Symposia

**Working for Social Justice: Examining Connections Among Beliefs about Psychologists’ Roles, Just World, and Professional Psychology Training**

- Larisa Buhin, Ph.D., The Chicago School of Professional Psychology, Chicago, IL
- Chante DeLoach, Psy.D., The Chicago School of Professional Psychology, Chicago, IL

**Incorporating Race into Gender Equity Initiatives**

- Ashima Singh, M.A., University of Rhode Island, Kingston, RI
- Barbara Silver, Ph.D., University of Rhode Island, Kingston, RI
- Kathryn Quina, Ph.D., University of Rhode Island, Kingston, RI

**The Relationships of Perceived Support and Neighborhood Conditions to School Engagement in Urban Early Adolescents**

- Richard Q. Shin, Ph.D., Syracuse University, Syracuse, NY
- Brian Daly, Ph.D., Temple University, Philadelphia, PA
- Elizabeth Vera, Ph.D., Loyola University—Chicago, Chicago, IL

**Recovery and Liberation Theology: Advancing Multicultural Competence**

- Dietra D. Hawkins, Psy.D., Yale University, New Haven, CT
- Sharon M. Houlanan, M.A., Boston College, Chestnut Hill, MA

**Preliminary Development of White Experiences Questionnaire**

- Nathan R. Todd, M.A., University of Illinois Urbana—Champaign, Champaign, IL
- Lisa B. Spanierman, Ph.D., University of Illinois Urbana—Champaign, Champaign, IL

**Get Out of the Counseling Center! Innovative Approaches to Reaching and Empowering College Students in Distress**

- Ya-Shu Liang, Ph.D., Cornell University, Ithaca, NY
- Jill Hill, Ph.D., Cornell University, Ithaca, NY
- Laure Conklin Kamp, M.S., LMHC, Cornell University, Ithaca, NY
- Maurice Haltom, LMSW, Cornell University, Ithaca, NY

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12:30 – 2:00 PM  
**Pathways to Publication**  
Join an informal luncheon where editors and representatives of prominent journals discuss the publication process of their respective journals. Represented Journals include:  
*Journal of Counseling Psychology*  
*Journal of Counseling and Development*  
*Cultural Diversity and Ethnic Diversity Psychology*  
*Journal of Multicultural Counseling Development*  
*Journal of Black Psychology*  
*Harvard Educational Review*  
*Hispanic Journal of Behavioral Sciences*  
*Teachers College Record*

1:00 – 2:00 PM  
**Lunch**  
The Teachers College Cafeteria, located on the ground floor of Grace Dodge Hall, is open. In addition, restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions with peers.

2:00 – 2:50 PM  
**THE JANET E. HELMS AWARD LECTURE**  
*Looking Beyond Race, Looking Beyond Borders: Explorations into the Multicultural Personality*  
Joseph G. Ponterotto, Ph.D., Fordham University, New York, NY

2:00 – 2:50 PM  
Papers  
**Race and Ethnicity: Minority Issues?**  
Curtis W. Branch, Ph.D., VA Healthcare System, Newark, NJ

**Identity in Context: Methodological and Theoretical Implications of Multidimensionality**  
Daniel C. Rosen, Ph.D., Cambridge Health Alliance/Harvard Medical School, Jamaica Plain, MA

**The Street Life Project: How Street Life Oriented Black Men Frame Notions of Resiliency in the Face of Inadequate Economic and Educational Opportunity**  
Yassar A. Payne, Ph.D., University of Delaware, Newark, DE
Symposia

The San Diego State University Community-Based Block Program: 33 Years of Successful, Non-Traditional Counselor Preparation

Nola Butler Byrd, Ph.D., San Diego State University, San Diego, CA
Maria Nieto Senour, Ph.D., San Diego State University, San Diego, CA
Konjit Page, M.S., University of North Dakota, Grand Forks, ND

Celebrating the Empowerment and Resilience of the African American Community: A Tribute to Black Fraternal, Social, and Civic Institutions

Aretha F. Marbley, Ph.D., Texas Tech University, Lubbock, TX
Fred A. Bonner II, Ed.D., Texas A&M University, College Station, TX
Robin L. Hughes, Ph.D., Indiana University—Purdue, Indianapolis, IN
Felicia M. Nave, Ph.D., Prairie View A & M University, Prairie View, TX

Challenging Student Perceptions, Knowledge, and Feelings About Race and Socio-Economic Status: An Immersion Experience

Claire L. Dente, Ph.D., LCSW, QCSW, West Chester University, West Chester, PA
Janet Bradley, MSS, MLSP West Chester University, West Chester, PA

2:00 – 3:50 PM

Workshop

Examining a Gender and Culturally Responsive Intervention for At-Risk Adolescent Girls

Candace Norcott, M.A., University of Connecticut, Storrs, CT

EDUCATIONAL OBJECTIVES:

- To understand the world of girls: review research and statistics.
- To discuss gender and culture differences: define and discuss culture and gender-responsiveness.
- To explore becoming gender and culturally responsive: discuss implementation and treatment implications.
- To demonstrate specific strategies: attendees will be taken through activities from the VOICES curriculum.
**Workshop Description:**

Adolescence is a time of tremendous discovery, struggle, and growth. This process is particularly difficult for girls as they face the unique challenges along the road to healthy development. Challenges are exacerbated by our society. Many young women lose their voice during this process. This workshop is based on the new curriculum: *Voices: A Program of Self-Discovery and Empowerment for Girls.* This workshop will take the audience through an overview of the VOICES curriculum. The program is grounded in theory, research, and clinical practice. The beginning will review the theory at the foundation of the curriculum. The second half of the workshop will take the audience through modules of the curriculum. During this time, the audience will participate in a sampling of activities. Finally, research endeavors aimed at increasing empirical validation for VOICES will be briefly reviewed.

**2:00 – 4:50 PM**

**Workshops**

**Spirituality in the Treatment of African American Clients and Families**

Nancy Boyd-Franklin, Ph.D., Rutgers University, Newark, NJ

**Educational Objectives:**

- To provide an understanding of the importance of spirituality and religion in the lives of African Americans.
- To learn about the ways in which spirituality and religion can be incorporated into the treatment process.
- To explore the “church family” and consider partnerships between faith-based and mental health organizations.

**Workshop Description:**

The workshop will address the importance of spirituality and religion in the lives of African American clients and families. It will first clarify the role of the Black Church in the cultural and political life of the community. The diversity among religious groups will also be addressed. The concept of the “church family” will be discussed as it relates to support systems for our clients. The use of spiritual metaphors in therapy in exploring psychological conditions and the important role of spirituality in times of crisis, grief, loss and psychological trauma will be explored. The need for outreach and partnerships between faith based and mental health organizations in the African American community will be emphasized.

**Call and Response, Drumming, Dance, and Communal Celebration as Indigenous African Modalities: Implications as Non-Traditional Approaches to Diversity in Race and Culture for Psychologists and Educators**

Barbara C. Wallace, Ph.D., Teachers College, Columbia University, New York, NY

Nana Akomfohene Korantema Ayebofo, Chief Shaman, Asona Aberade Shrine, Inc., Philadelphia, PA

281 Grace Dodge Hall

363 Grace Dodge Hall
EDUCATIONAL OBJECTIVES:
- To teach African call and response, drumming, dance, and communal celebration as modalities psychologists/educators may use to address and bridge diversity in race and culture within groups they treat/teach.

WORKSHOP DESCRIPTION:
The workshop will present African Healing Wisdom on how call and response, drumming, dance, and opportunities for communal celebration function as indigenous African Akan modalities. The workshop also will provide an opportunity for participants to: learn to use call and response to address and clear cognitive or behavioral blocks to being part of a whole; use drumming and dance to build strength in community and foster relations among group participants; and integrate all modalities into a final communal celebration.

Social Justice as the Frame for Teaching Counselors, Psychologists, and Teachers in Training
Susan Theberge, Ed.D., Keene State College, Keene, NH
Dottie R. Morris, Ph.D., Antioch University New England, Keene, NH
Susan Hawes, Ph.D., Antioch University New England, Keene, NH
Ana Gonzalez, Keene State College, Keene, NH
Brinda Charry, Ph.D., Keene State College, Keene, NH
Deborah Black, Ed.D., Keene State College, Keene, NH
Janaki Tschanneri, Ph.D., Keene State College, Keene, NH
Judy Reed, Ed.D., Keene State College, Keene, NH

EDUCATIONAL OBJECTIVES:
- To examine the unstated ideology of the traditional “Diversity” course and the unspoken agenda.
- To propose and collaboratively design a social justice based Diversity course drawing on the experiences of the presenters and the workshop participants.

DESCRIPTION:
Diversity courses based on assumptions that clients/students are disenfranchised while counselors/teachers are from the dominant group are problematic for students holding identities from disenfranchised groups. Not understanding the impact of social identities is a training failure with serious present and future implications. Diversity courses can address this by using social justice/social action frames: engaging in self-examination; exploring multiple role expectations (including social change agent, advocate); developing ways to create systemic change; examining social, cultural, political, global influences, the impact of historical “ripples” (power, privilege, oppression), present social milieu and personal qualities impacting work. Using social justice/social action frames invoke students regardless of race, class, gender, sexual orientation, religion, ethnicity, nationality, ability, etc. to consider multiple
layers/complexities involved in competent, ethical, effective cross-cultural counseling/teaching.

3:00 – 3:50 PM

Symposia

Deconstructing “Playing the Race Card” in Psychology Courses: Toward Creating Safe Environments for Exploring Race and Psychology

Lisa Whitten, Ph.D., State University of New York, Old Westbury, NY
Fred Millán, Ph.D., State University of New York, Old Westbury, NY

African American Culture and Positive Psychology: Current Studies of a Traditional Approach to Research on Race and Culture

Nyasha Grayman, Ph.D., University of Delaware, Newark, DE
Jacqueline S. Mattis, Ph.D., New York University, New York, NY
Shawn O. Utsey, Ph.D., Virginia Commonwealth University, Richmond, VA

Three Parts of the Whole: Oppression in Society, The Counselor, and Client

Angela D. Ferguson, Ph.D., Howard University, Washington, DC
Yvonne Langdon, M.A., Howard University, Washington, DC
O’Shan D. Gadsden, M.A., Howard University, Washington, DC
Viara Quinones, M.A., Howard University, Washington, DC

3:00 – 4:50 PM

Workshops

Self-concept Structure and the Overlap Between Racial and Ethnic Identity

William E. Cross, Ph.D., City University of New York, New York, NY
Tuere Binta Cross, MSW

EDUCATIONAL OBJECTIVES:

- To understand the key components of self-concept, such as personality and social identity.

DESCRIPTION:

We will demonstrate that both racial identity and ethnic identity are facets of the same sub-component of the self. Furthermore, we will attempt to demonstrate that in the lived experience, the overlap and correlation between racial and ethnic identity is far greater than is generally understood. The theoretical, empirical, and practical
implications of our perspective will be explored in some depth.

**Employing Critical Incident Analysis in Developing Active Racial Awareness: A Socialization Values Approach**

Alex Pieterse, Ph.D., George Mason University, Fairfax, VA

Noah M. Collins, M.S., Teachers College, Columbia University, New York, NY

**EDUCATIONAL OBJECTIVES:**

- To gain an awareness of socialization processes related to race, and how these experiences inform their current constructions of race-related phenomenon.
- To gain an appreciation of the influence of socialization on interracial dialogue.
- To examine personal participation in the maintenance of racism by means of ongoing socialization experiences.

**DESCRIPTION:**
The workshop will present a model of multicultural training that strives to tap into the familiar reactions, distortions, denials, and adjustments associated with day-to-day racial experiences, as well as the socialized values/norms that drive these behaviors and reactions. The workshop will consist of a brief didactic component in which racial socialization and critical incidents will be defined. This will be followed by an experiential component in which workshop attendees will participate in and/or observe a discussion of a racially salient issue. Facilitators will lead a group debriefing by linking individual socialization experiences with perceptions/behaviors related to the observed dialogue. This workshop is process focused and will address “here and now” reactions and observations.

**Speaking of Religion: Difficult Dialogues on Religion and Public Life**

Kyoko Toyoma, Ph.D., LaGuardia Community College, Long Island, NY

Vanessa Bing, Ph.D., LaGuardia Community College, Long Island, NY

Rosemary Talmadge, MPA, LaGuardia Community College, Long Island, NY

**EDUCATIONAL OBJECTIVES:**

- To explore the ways in which our increasingly diverse communities are being affected by religious diversity.
- To consider the ways in which this increasing religious diversity is surfacing in classrooms and on campuses.
- To participate in classroom activity designed to foster respectful and productive dialogue about religion in the classroom.
- To learn about a method of dialogue called study circles and to experience a study circle on religion and public life.
DESCRIPTION:
This workshop will examine how faith and religion have increasingly become a major issue in American life and look at their implication for schools and colleges. Through presentations, interactive exercises and discussion, workshop participants will learn about some of the ways in which faith and religion and the role of religion in public life are being addressed on campuses through a national Difficult Dialogues project funded by the Ford Foundation.

4:00 – 4:50 PM

Paper

*Negotiating the College Environment: Filipino/a American Voices*

Dina C. Maramba, Ph.D., State University of New York, Binghampton, NY

Symposia

*Multicultural Training Needs and Experiences of Doctoral Students: Does One Size Fit All?*

LaRae M. Jome, Ph.D., University at Albany, State University of New York, Albany, NY

Ingrid V. Rodriguez, B.A., University at Albany, State University of New York, Albany, NY

Janice E. Harewood, M.A., University at Albany, State University of New York, Albany, NY

Veronica N. Stotts, B.S., University at Albany, State University of New York, Albany, NY

*We’re Not All the Same: Reflections on Training for and Therapy by Therapists of Color Treating Clients of Color*

Karen L. Suyemoto, Ph.D., University of Massachusetts, Boston, MA

Jesse Tauriac, M.A., University of Massachusetts, Boston, MA

Celeste Atallah-Gutierrez, M.A., University of Massachusetts, Boston, MA

John Tawa, B.A., University of Massachusetts, Boston, MA

*How Do I Talk To You? Racial Dialogue Among Women in Group Relations Conferences*

Mary B. McRae, Ph.D., New York University, New York, NY

Agnes Kwong Arora, Ed.M., New York University, New York, NY

Ellen L. Short, Ph.D., Long Island University, Brooklyn, NY
Traditional and Non-Traditional Approaches to Addressing Domestic Violence in Cultural and Ethnic Minority Women and Children

Sharon M. Houlahan, M.A., Boston College, Chestnut Hill, MA
Duk-Hae Sung, M.A., Boston College, Chestnut Hill, MA
Wan-Chen Weng, B.A., Boston College, Chestnut Hill, MA

5:00 – 6:00 PM
Asian American Psychological Association East Regional Meeting

Winter Roundtable Book Signing

Invited presenters and special guests of the Winter Roundtable will participate in a book signing. Individuals participating in this book signing include:

Nancy Boyd-Franklin, Ph.D., Rutgers University, New Brunswick, NJ
Madonna G. Constantine, Ph.D., Teachers College, Columbia University, New York, NY
Michael J. D’Andrea, Ph.D., University of Hawaii, Honolulu, HI
Mary A. Fukuyama, Ph.D., University of Florida, Gainesville, FL
Courtland C. Lee, Ph.D., University of Maryland, College Park, MD
Pedro Noguera, Ph.D., New York University, New York, NY
Gargi Roysircar, Ph.D., Antioch University New England, Keene, NH
Derald Wing Sue, Ph.D., Teachers College, Columbia University, New York, NY
Ronald Takaki, Ph.D., University of California, Berkeley, CA

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**8:00 – 9:00 AM  Registration & Refreshments  179 Grace Dodge Hall**

**8:00 AM – 5:00 PM  Book Fair  177 Grace Dodge Hall**

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**9:00 – 9:50 AM**

**Papers**

*Towards a Cultural Accomodation Model (CAM) of Cross-Cultural Psychotherapy*

Frederick T.L. Leong, Ph.D., Michigan State University, East Lansing, MI

*The Impact of HIV Stigma in Black Gay and Bisexual Men in the New York Metropolitan Area*

Leo Wilton, Ph.D., State University of New York, Binghampton, NY

*Culture and Healing: Trauma, Resilience and Cultural Resources Amongst Africa’s Refugee Populations*

Senait Kassahun, M.A., University of Rhode Island, Kingston, RI

**Symposia**

*Social Justice in the Aftermath of Hurricane Katrina: A Non-Traditional Approach to Counseling*

Ryan Weatherford, B.A., Lehigh University, Bethlehem, PA

Anju Kaduvettoor, B.S., Lehigh University, Bethlehem, PA

Aimee Adams, M.Ed., Lehigh University, Bethlehem, PA

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

**277 Grace Dodge Hall**
How "They" View Me: Differential Experiences of Racism Among African Americans and West Indian Americans and Their Relation to Mental Health

Carla D. Hunter, Ph.D., University of Illinois at Urbana—Champaign, Champaign, IL

Nancy Joseph, B.A., University of Illinois at Urbana—Champaign, Champaign, IL

Leader As Participant: The Impact of Self-Disclosure On A Black Woman’s Support Group

Sonya R. Clyburn, Psy.D., Temple University, Philadelphia, PA

Melanie Cosby, Ph.D., Temple University, Philadelphia, PA

Minority Counselor’s Perceptions of the Cross-Cultural Counseling Relationship

Courtland C. Lee, Ph.D., University of Maryland, College Park, MD

Jessica M. Diaz, B.A., University of Maryland, College Park, MD

Roe Rodgers, M.S., University of Maryland, College Park, MD

Samantha Sweeney, B.A., University of Maryland, College Park, MD

Non-Traditional Approaches to Understanding Multiple Social Identities: A Training Video

Brent D. Beam, Ph.D., University of Missouri, Columbia, MO

Mary A. Fukuyama, Ph.D., University of Florida, Gainesville, FL

Measuring Up: Redefinition of Racism Stress and Racial Socialization Factors for Black Adolescents

Keisha L. Bentley, M.A., University of Pennsylvania, Philadelphia, PA

Howard C. Stevenson, Ph.D., University of Pennsylvania, Philadelphia, PA

Duane E. Thomas, Ph.D., University of Pennsylvania, Philadelphia, PA

Stephanie Coard, Ph.D., University of North Carolina, Greensboro, NC

Saturday, February 17, 2007
**Nothing About Us Without Us: The Challenges and Possibilities of Participatory Action Research (PAR)**

Laura Smith, Ph.D., Teachers College, Columbia University, New York, NY
LeLaina Romero, B.A., Teachers College, Columbia University, New York, NY
Maria Elena Torre, Ph.D., Eugene Lang College, New York, NY
Eve Tuck, City University of New York, New York, NY
Monique Guishard, City University of New York, New York, NY

**Educational Objectives:**
- To elucidate the philosophy and design elements underlying community-based participatory research.
- To illustrate that a research collective must be intentional about design, ensuring that data collection tools are resonant, even pedagogical for research participants.
- To provide an example of how participatory and pedagogical design yields participatory/pedagogical findings.
- To help students think about how to conceive, conduct, and write up a PAR project.

**Description:**
PAR conducts research with (not on) oppressed communities. PAR yields extraordinarily rich and complex data, and also presents unique dilemmas and challenges. Featuring university and community researchers, this workshop will present the critical dilemmas and radical possibilities of PAR by detailing three projects in the South Bronx and Coney Island.

"I Don't Want to Be a Saint!" How Educators’ Own Social Identities Affect their Experiences Working with Students from Privileged Groups on Social Justice Issues

Diane J. Goodman, Ed.D., Diversity Consultant, Nyack, NY

**Educational Objectives:**
- To better understand how educators’ own social identities affect their work with students from privileged groups.
- To share and develop strategies to be more compassionate and effective with students from privileged groups without having to feel like a saint.
DESCRIPTION:
Social justice education is an emotional and psychological process, as well as an intellectual one. Many educators and psychologists have suggested the importance of creating a trusting and supportive relationship in order to do growth-promoting work. However, creating and sustaining a compassionate and supportive relationship can be challenging, especially with people from privileged groups who are often resistant. As one former workshop participant said, “I don’t want to have to be a saint!”

This experiential workshop will lead participants through a series of exercises to explore how educators’ own social identities affect how they react to students from privileged groups, how students react to them, and what underlies these dynamics. We will discuss the struggles and strategies educators can use to develop compassion for their students and constructive educational relationships without feeling resentful or compromised. For example, how is it different when White educators and educators of color work with White students on racism? How can educators of color be caring and supportive without once again feeling like they have to “take care of White people” and be “nice?”

Building Cultural Competence: Strategies for Successful Web Courses

Jean Moule, Ph.D., Oregon State University, Corvallis, OR
Bonnie Morihara, Ph.D., Western Oregon University, Monmouth, OR

EDUCATIONAL OBJECTIVES:

- To discover how the web may successfully build cultural competence in students.
- To learn to establish a “safe zone.”
- To explore assignments that develop active student engagement while minimizing instructor interaction.
- To build deep commitment to continued growth in cultural competence.

DESCRIPTION:
We will examine some of the strategies we have developed in order to explore sensitive issues in our courses: Racial and Cultural Harmony in the K-12 Classroom, and Literacy and Cultural Competence. Our strategies are built on our experience that most people are rather apprehensive of learning about race and ethnicity. Students’ success with web course material is directly correlated to the amount of student engagement with other students. Therefore a major focus of this workshop will be how to increase student engagement. Major ideas presented include essentials, practicality, and continued growth.
10:00 – 10:50 AM

**Papers**

*Making Race Not Matter: Overcoming Racism and Racialization in American Society*

Pedro Noguera, Ph.D., New York University, New York, NY

**Navigating the Academic Waters: Maintaining a Sense of Self in Academia While Challenging the Status Quo**

Dottie R. Morris, Ph.D., Antioch University New England, Keene, NH

**Spirit-Based Psychology: An African-Centered Approach to Coping with Stress from the Ancient Philosophy of Maat**

Ma'at E. Lewis-Coles, Ph.D., John Jay College, New York, NY

**Talk, Terror, and Torture: How Impossible Choices in Global Multiculturalism Frame Approaches to Race and Culture in Psychology and Education**

Alice C. LoCicero, Ph.D., ABPP, M.B.A., Center for Multicultural Training in Psychology, Boston, MA

Guy O. Seymour, Ph.D., ABFE, Center for Multicultural Training in Psychology, Boston, MA

Joan T. Seymour, B.A., William Alanson White Institute, New York, NY

Samuel J. Sinclair, M.A., M.Ed., Massachusetts General Hospital and Harvard Medical School, Boston, MA

**Symposium**

Milbank Chapel (125 Main Hall)

273a Grace Dodge Hall

465 Grace Dodge Hall

285 Grace Dodge Hall
10:00 – 11:50 AM

**Town Hall**

*Promoting Multicultural Competence During a Regressive Climate: A Town Hall Meeting*

Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ

Ann D. Chapman, Ed.D., Eastern Kentucky University, Richmond, KY

Rita Chi-Ying Chung, Ph.D., George Mason University, Fairfax, VA

Fred Bemak, Ed.D., George Mason University, Fairfax, VA

Judith A. Lewis, Ph.D., Governors State University, University Park, IL

Michael J. D’Andrea, Ph.D., University of Hawaii, Honolulu, HI

**Educational Objectives:**

- To invite participants to (a) reflect on the knowledge gained at this conference, (b) consider how they might put this knowledge into a specific, concrete action, and (c) share their planned action(s) with the audience.

**Description:**

This town hall meeting will promote the implementation of constructive action strategies to advance the multicultural and social justice movements in psychology and education. This will be achieved by allowing participants to share their reactions to the conference sessions, and to ask participants to translate their new awareness and/or knowledge into action with regard to empowerment and social justice. We have several goals for this session. We hope to build a positive sense of unity among the multicultural advocates and allies who attend this session. Finally, we will utilize didactic and experiential approaches to allow the town hall participants to explore the impact of the regressive political climate on professional work.

**Workshops**

*Linear and Nonlinear Approaches to Personal Cultural Identity Development: A Model-Based Guide to Emergent Acculturation Strategy in Therapy and Education*

Larry J. Krafft, Ph.D., Temple University, Philadelphia, PA

Takako Suzuki, Ph.D., Philadelphia College of Osteopathic Medicine, Philadelphia, PA

**Educational Objectives:**

- To differentiate linear and nonlinear perspectives on cultural identity.
To understand Separating, Immersing, and Integrating approaches to acculturation/personal identity development.

To consider possibilities for facilitating professional therapeutic and educational intervention.

**DESCRIPTION:**
Although it may be possible to maintain separate personal cultural identity(ies) in our globalizing world, stress escalates unless alternate identity development strategies are implemented. Just as intercultural encounters may be viewed as nonlinear dynamical emergent processes, so also may the person select adaptive approaches. Three exemplar cases will highlight profoundly dissimilar strategies and consequences.

Using an acculturation assessment model, participants will practice clarifying personal options. Emergence and equifinality, using the presenters’ distinctly different cultural heritages as referents, are exemplified, facilitating participants’ identification of formative events, patterns, and possibilities. Each will practice using the model as a device for facilitating understanding and health-engendering intervention.

Session methods include case and model presentation, individual and small group practice sessions and open forum discussion. Materials are included.

**Shades of Silence: Navigating the Intersection Between Personal and Professional Identities**

Carla V. D’Aiello, Psy.D., University of Medicine and Dentistry of New Jersey, Newark, NJ

Jamila Irons-Johnson, Psy.D., Dorothy B. Hersh Child Protection Center, New Brunswick, NJ

Susan Cohen Esquilin, Ph.D., ABPP, Montclair State University, Montclair, NJ

**EDUCATIONAL OBJECTIVES:**
- To develop an understanding of the role that silence plays in teaching and supervising cultural competency.
- To become aware of how silence creates barriers as well as protection in a teaching/supervising experience.

**DESCRIPTION:**
This workshop will explore silence, and differentiate between being silenced from choosing to remain silent within the context of Multicultural Competency Training. Facilitators will discuss their experiences within a psychology internship program. Participants should be trainers, and will share examples in which silence was present in their teaching or supervisory relationships.
**Sand Tray Therapy Using Constructivist and Narrative Theory: Non-Traditional Approaches to Intercultural Awareness and Therapeutic Dialogue**

Jane Webber, Ph.D., LPC, Seton Hall University, South Orange, NJ

Jose Maldonado, Ph.D., NCC, Monmouth University, West Long Branch, NJ

Tina Paone, Ph.D., RPT, NCC, NCSC, LPC, Monmouth University, West Long Branch, NJ

J. Barry Mascari, Ed.D., LPC, CCMHC, LCADC, Kean University, Union, NJ

**EDUCATIONAL OBJECTIVES:**

- To experience Sand Tray therapy.
- To provide guidelines for using Sand Tray therapy with culturally diverse clients.
- To apply sand tray techniques to intercultural therapeutic dialogue.

**DESCRIPTION:**

Sand Tray Therapy is a powerful non-traditional method for increasing racial and cultural awareness and therapeutic dialogue. Participants will explore Sand Tray Therapy by selecting and arranging miniature figures in sand to reflect their worldview. Sand creations often represent cultural events and conflicts encouraging spontaneous stories and themes, and therapists concentrate on narrative and symbolic interactions to provide insight and healing. Using Sand Tray Therapy with constructivist and narrative techniques stimulates cultural realization and open disclosure. The workshop presents experiential techniques, constructivist and narrative approaches with sand tray, sand tray participation, and applications for both adults and children.

**Why Can't We All Just Get Along?: Building Multiracial Coalitions to Address Critical Societal Needs**

Helen A. Neville, Ph.D., University of Illinois at Urbana—Champaign, Champaign, IL

Bryana French, M.A., University of Illinois at Urbana—Champaign, Champaign, IL

Elizabeth Vera, Ph.D., Loyola University, Chicago, IL

**EDUCATIONAL OBJECTIVES:**

- To establish a common understanding of multiracial coalitions.
- To situate multiracial (anti-racist) practice within the field of psychology.
- To identify barriers to successful multiracial coalitions (e.g., distrust of leadership, tensions between racial
group members, differential “buy in” to the goals of the collective work and the strategies identified to achieve the goals, perceived exclusion).

- To outline core strategies that psychologists can use to promote effective multiracial collaborative work.

**DESCRIPTION:**
This interactive workshop will consist of both didactic and discussion components. Participants will gain an understanding of:
- a) the parameters of multiracial coalitions,
- b) how multiracial (anti-racist) practice is situated within the field of psychology,
- c) the barriers to successful multiracial coalitions, and
- d) core strategies that psychologists can use to promote effective multiracial work.

11:00 – 11:50 AM

**Papers**

*Incorporating Race and Culture With Other Aspects of Identity: Choices, Contexts, and Strategies*

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

*Facilitating Difficult Dialogues on Race and Culture: Uses of Privileged Identity Exploration (PIE) Model*

Sherry K. Watt, Ph.D., University of Iowa, Iowa City, IA

*Strategies for Anti-Racist Social Work Education*

Marion Riedel, Ph.D., LCSW-R, Columbia University School of Social Work, New York, NY

**Symposia**

*Continuing to Depolarize the Debate on Sexual Orientation and Religion: Identity, Process, and Social Responsibility*

Eleonora Bartoli, Ph.D., Gwynedd-Mercy College, Philadelphia, PA

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

*Ethically Correct or Culturally Inappropriate: Exploring the Utility of APA Ethical Guidelines When Working With Multicultural Populations*

Aaron Stills, Ph.D., Howard University, Washington, D.C.

Shareefah Al’Uqdah, M.A., Howard University, Washington, D.C.

Hermoine Hamlin, M.A., Howard University, Washington, D.C.
12:00 – 1:30 PM

**LUNCH**

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

1:30 – 2:20 PM

**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* (2001), a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 18 scholarship recipients were selected based on their poster proposal submission. 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.

*Chinese Cultural Interpretations of Xiao Xin Yan (Narrow-mindedness) and Mental Illness*

- **Gracieta Lo**, Fordham University, New York, NY
- **Yu-Wen Chou, Psy.D.**, Mailman School of Public Health, Columbia University, New York, NY
- **Kenneth Chung, M.S.W.**, University Settlement Consultation Center, New York, NY
Student Scholarship Poster Session (continued)

White Identity and the Transformation of Racism: A Qualitative Study

Sheila V. Graham, B.A., Teachers College, Columbia University, New York, NY
Chelsea Dize, B.A., Teachers College, Columbia University, New York, NY
Laura Smith, Ph.D., Teachers College, Columbia University, New York, NY

Latino Students' Intention to Complete High School: The Critical Role That Parents Play and the Deleterious Context of Structural Inequalities

Jasmine A. Mena, M.A., University of Rhode Island, Providence, RI

White Affective Responses to Reflecting on Being White

Nathan R. Todd, M.A., University of Illinois at Urbana—Champaign, Champaign, IL

Religious Coping Styles and Their Effect on Well-Being in African Americans

Crystal Harris Blount, M.A., University of Notre Dame, Notre Dame, IN
Rae Lundy, B.A., University of Notre Dame, Notre Dame, IN
Kendra Jackson, University of Notre Dame, Notre Dame, IN

Teaching Racism in Psychology: Implication of an Atomistic Focus

Kate M. Pickett, B.S., University of Kansas, Lawrence, KS

Stigma Experience of Parents of Children with Learning Disabilities in Vietnam

Hong Ngo, Teachers College, Columbia University, New York, NY
Jamie Li, Teachers College, Columbia University, New York, NY
Jin Shin, Ph.D., Hofstra University, Hempstead, NY
Student Scholarship Poster Session (continued)

A Content Analysis of Health Intervention Research: The Role of Race, Racism, and Social Class

Jay M. Greenfield, M.A., University of Iowa, Iowa City, IA
Elham Bageri, B.A., University of Iowa, Iowa City, IA
Kathryn McGraw Schuchman, M.A., Multicultural Center for Integrated Health, St. Paul, MN

Religiosity, Acculturation, and Psychosocial Functioning Among Chinese and Japanese Americans

Yurio Miyazawa, M.Ed., Rutgers University, New Brunswick, NJ
Mark H. Chae, Ph.D., Rutgers University, New Brunswick, NJ
Gregory Bing, M.Ed., Rutgers University, New Brunswick, NJ

A Content Analysis on Marital and Family Therapists’ Case Conceptualizations of an Interracial Family

Theresa LaBarrie, B.A., Teachers College, Columbia University, New York, NY
Mai M. Kindaichi, M.A., Ed.M., Teachers College, Columbia University, New York, NY
Rebecca M. Redington, M.A., Teachers College, Columbia University, New York, NY

Crash: A Preliminary Investigation of an Experiential Exercise

Denada Hoxha, M.A., Loyola University, Chicago, IL
Kenia L. Gomez, M.A., Loyola University, Chicago, IL
John Steele, M.Ed., Loyola University, Chicago, IL
Student Scholarship Poster Session (continued)

Buffering the Effects of Stress on Subjective Well-Being in Urban Adolescents: Humor and Venting as Coping Mechanisms

Christopher Merle, M.Ed., Loyola University, Chicago, IL
Isabel Moallem, M.A., Loyola University, Chicago, IL
Christopher Walker, B.A., Loyola University, Chicago, IL

Examining the Connection Between Religion and Mental Health for Black Individuals: Where Does Culture Fit In?

Jennifer West, M.A., Boston College, Chestnut Hill, MA
Rachel Singer, B.A., Boston College, Chestnut Hill, MA

Self Label Preferences in the African American Community

Phia S. Salter, B.S., University of Kansas, Lawrence, KS, and Davidson College, Davidson, NC
Kristi S. Multhaup, Ph.D., Davidson College, Davidson, NC

Family Conflict, Acculturation, and Ethnic Identity as Variables in the Experience of Symptoms Related to Depression in Asian and White College Students

Julie Y. Lee, Ed.M., Suffolk University, Boston, MA

The Relationship of Acculturative Stress, Mental Health, and Social Support to Attrition of African American Undergraduates at the University of Texas at Austin

Brittany Hall, B.A., University of Texas, Austin, TX
Student Scholarship Poster Session (continued)

Perceptions of Racial Microaggressions Among Black Supervisees in Cross-Racial Dyads

Nicole L. Watkins, M.A., Teachers College, Columbia University, New York, NY

Cristina Dorazio, Ed.M., Teachers College, Columbia University, New York, NY

Madonna G. Constantine, Ph.D., Teachers College, Columbia University, New York, NY

Looking in the Multicultural Mirror: Intersections of Race, Gender, and Body Image

Christina M. Capodilupo, Ed.M., Teachers College, Columbia University, New York, NY
Papers

**Affirmative Psychotherapy for American Jews**
Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ

**Traditional and Non-Traditional Methodological Approaches to Multicultural Research: Promoting Culturally Sensitive Inquiry**
Debbiesiu Lee, Ph.D., University of Miami, Coral Gables, FL

Symposia

**Students' Perspectives on the Importance of the Internalization of Counseling Psychology**
Jorge F. Rodriguez, B.A., The University of Wisconsin, Madison, WI
Nicholas C. Scull, M.S.S., The University of Wisconsin, Madison, WI
Amelia C. Swanson, The University of Wisconsin, Madison, WI
Chalmer E. Thompson, Ph.D., Indiana University—Purdue, Indianapolis, IN

**An Ecopsychological Model for Teaching Race and Culture in Alaska**
Shu-Ping Lin, Ph.D., University of Alaska Fairbanks, AK
Pam Deters, Ph.D., University of Alaska Fairbanks, AK
John Gonzalez, Ph.D., University of Alaska Fairbanks, AK

**Leaving Black Males Behind: Debunking the Myths of Meritocratic Education**
Robin L. Hughes, Ph.D., Indiana University—Purdue, Indianapolis, IN
Vincente M. Lechuga, Ed.D., Texas A&M University, College Station, TX
Fred A. Bonner II, Ed.D., Texas A&M University, College Station, TX
Mark Giles, Ph.D., Miami University, Fairfield, OH
Workshops

**Counselors, Educators, and the Legislative Process: A Non-Traditional Strategy for Helping Professionals**

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

Leon D. Caldwell, Ph.D., University of Memphis, Memphis, TN

LeRoy Reese, Ph.D., Morehouse School of Medicine, Atlanta, GA

Rikesha Fry, M.Ed., Howard University, Washington, D.C.

**EDUCATIONAL OBJECTIVES:**

- To identify and interpret legislative bills and policies impacting helping professionals.
- To learn the formal and informal power structure of the legislature.
- To learn how to directly and indirectly communicate with law-makers and influence legislative agendas.
- To learn how to use the legislative process to enhance social advocacy and to promote social justice for our clientele.

**DESCRIPTION:**

Upon completing this workshop, participants will have a working knowledge of how the legislative process affects their work as a helping professional; and how to influence legislative agendas.

**Appreciating the Anger of Black Boys: Athletic Play and Cultural Socialization as Therapy**

Howard C. Stevenson, Ph.D., University of Pennsylvania, Philadelphia, PA

**EDUCATIONAL OBJECTIVES:**

- To be exposed to a model of cultural socialization as foundational to culturally relevant interventions.
- To learn how racism contributes to a psychologically abusive context that influences youth functioning.
- To learn that physical engagement can be used to relationally attach to Black male youth with a history of aggression and abuse.

**DESCRIPTION:**

African American boys who repeatedly experience rejection from many societal agencies of education, control and counseling are in need of intervention from culturally competent educators and health providers. These rejections happen with excessive punishment that doesn’t fit the “crime.”
This workshop will focus on helping educators who work with Black boys to understand the cultural and developmental identities, expressions, and behaviors in order to reduce conflicts between the boys. The PLAAAY (Preventing Long-term Anger and Aggression in Youth) Project used basketball, martial arts, and cultural socialization strategies to reduce aggression in boys. Videotape examples will be provided of boys striving with manhood and the meaning of life pressures. I will offer suggestions for spiritually and culturally relevant interventions.

1:30 – 4:20 PM

**Workshops**

**Developing Cultural Competency to Help Clients Reduce the Risk for HIV: A University-Community Collaboration**

Henry Gregory, Ph.D., University of Maryland, Baltimore, MD

Lisa Jordan, Ph.D., University of Maryland, Baltimore, MD

Jade Wolfman, M.A., University of Maryland, Baltimore, MD

Timothy Wisniewski, M.A., University of Maryland, Baltimore, MD

**EDUCATIONAL OBJECTIVES:**

- To be introduced to a strengths-based, collaborative approach to delivering services to diverse populations.
- To become more aware of how the attitudes and behavior of helpers influences client outcomes.
- To increase their knowledge of challenges faced by Community Based Organizations (CBOs) serving HIV+ clients.

**DESCRIPTION:**

This workshop describes a university-community collaboration addressing the mental health and services needs of HIV infected and affected individuals. A training model was developed to enhance the capacity of local CBOs serving minority clients. We will identify the challenges associated with transferring knowledge, skills, and competencies to workers who are diverse in work experience, education and cultural background. This participatory learning experience will demonstrate the transfer of knowledge and skills in a culturally competent interaction process. We will explore cultural biases and their effect on service delivery utilizing a strengths-based approach to reveal how our language and behavior as helpers can support the very behaviors we want to change.
**PRIME Model: Cultural Empathy Promotes Communication with Respect**

Laurene Y. Finley, Ph.D., CPRP, Drexel University, Philadelphia, PA

Anita Pernell-Arnold, MSSW, CPRP, Drexel University, Philadelphia, PA

**EDUCATIONAL OBJECTIVES:**
- To explain the concept of cultural empathy.
- To describe several culturally responsive skill behaviors that can help practitioners transcend cultural differences in order to empathize with clients.
- To list culturally generalized guidelines for using cultural empathy.
- To observe the application of one or more skills of cultural empathy through the development of therapeutic enactments.

**DESCRIPTION:**
The PRIME Institute at Drexel University, Behavioral Healthcare Education has an 18-week modular, evidence-based, extern-model, cultural competency program for mental health and human service providers. As part of an evidence-based training program, the cultural empathy module experientially prepares providers to demonstrate respect and transcend therapeutic communication barriers. Following an overview of the PRIME model, culturally responsive skill behaviors will be described including guidelines for their use. Pedersen’s Triadic Counseling framework is used to assist participants in creating therapeutically challenging enactments, observing and demonstrating skill applications.

**Personal Transformation Through an Encounter with Death: Akira Kurosawa’s "Ikiru"**

Francis G. Lu, M.D., University of California, San Francisco, CA

**EDUCATIONAL OBJECTIVES:**
- To understand how an awareness of one’s mortality can evoke four existential issues (i.e., death, meaninglessness, isolation, and freedom) and transformation of consciousness.
- To understand how the experience of film can facilitate our appreciation of these existential issues and transformation of consciousness for ourselves and in our work with patients.

**DESCRIPTION:**
This workshop will illustrate the use of film to teach about a seeming paradox: a heightened awareness of one’s mortality can lead to living a more authentic and meaningful life. Akira Kurosawa’s 1952 film “Ikiru” (the intrasensitive verb “to live” in Japanese) melds together aesthetic sensibilities both...
Saturday, February 17, 2007

German/Russian and Japanese into one of cinema’s greatest masterworks. While confronting these existential issues, the film’s hero Watanabe traces the path of the Hero’s Journey as described by mythologist Joseph Campbell among others. Kurosawa is widely regarded as one of the great film directors in the history of cinema. This workshop is based on the presenter’s experience in showing and discussing this film at the Annual Meeting of the America Psychiatric Association, many departments of psychiatry, and the Esalen Institute.

**Systemic Approaches to Understanding and Applying Racial Identity Development to Groups and Systems: An Invitation for a Conversation**

- **Dottie R. Morris, Ph.D.**, Antioch University New England, Keene, NH
- **Wendy Elliott, M.Ed., LMHC, ADTR**, Antioch University New England, Keene, NH
- **Rachel Beeker-Klein, Ph.D.**, Antioch University New England, Keene, NH

**EDUCATIONAL OBJECTIVES:**
- To examine the stages of racial identity development and apply them to individuals, groups and systems.
- To increase understanding of the impact of systems on an individual’s development.
- To provide an opportunity to engage in a conversation about ways to creatively change systems in order to create socially just environments.

**DESCRIPTION:**
This interactive workshop will examine various theories of racial identity development as they apply to groups of individuals and various systems. The presenters seek to address six questions: 1) To what degree are the theories of racial identity development culturally bound? 2) What would a society look like where people would not have to go through the stages of racial identity development? 3) Are there ways to help groups of people (students in a classroom or entire schools, entire communities) go through the stages? 4) What role would understanding social justice and action play in promoting advancement through the stages? 5) How can one learn to form authentic cross-race connections in a very racialized culture? and 6) How might systemic changes have an impact on progression through the stages?

2:30 – 3:20 PM

**Papers**

- **Boundaries and Solidarity: The Importance of Being Real**
  - **Suzette L. Speight, Ph.D.**, Loyola University, Chicago, IL
Training Clinical Psychologists for a Better World
Susan E. Hawes, Ph.D., Antioch University New England, Keene, NH

Black Gay and Bisexual Men Talking About the Body and Sex: Body Image, Cultural Factors, and Implications for HIV Prevention
Leo Wilton, Ph.D., State University of New York, Binghamton, NY

Symposia
Social Justice Organizational Interventions at a Predominately White Graduate Institution
Josefina Irgoyen, M.Ed., Antioch University New England, Keene, NH
Brian M. Dentietolis, Antioch University New England, Keene, NH
Wendy Vincent, Antioch University New England, Keene, NH
Gargi Roysircar, Ph.D., Antioch University New England, Keene, NH

A Model for Exploring Race, Gender, Social Class, Religion, Ethnicity and Sexual Orientation with High School Students
Deidre Franklin-Jackson, Ph.D., Harlem Educational Activities Fund, New York, NY
Nancy M. Cha, M.Ed., Teachers College, Columbia University, New York, NY

2:30 – 4:20 PM

Workshop
Teaching Theories of Prejudice in Mostly White Classrooms: Using Videos to Engage in Critical Concepts
Sherwood Smith, Ph.D., University of Vermont, Burlington, VT

EDUCATIONAL OBJECTIVES:
- To be acquainted with methods for facilitating learning on prejudice/“isms” through film and connecting them to appropriate theories.
- To have opportunities to view and discuss clips as tools.
DESCRIPTION:
This workshop will use video clips as a tool for teaching theories of prejudice related to general social justice education. The focus is on using affective and cognitive components in developing an understanding of prejudice in a predominantly Anglo/White student classroom. The program uses the study of racism as the starting point for analysis of other forms of prejudice. Discussion of clips will address particular contexts.

3:30 – 4:20 PM

Paper

Racial Microaggressions in Everyday Life
Derald Wing Sue, Ph.D., Teachers College, Columbia University, New York, NY

Symposia

Vim Dab Neeb Los Tshoj: A Case Study of Traditional and Non-Traditional Explanations of a Hmong-American Man in Distress
Dan Hess, M.A., University of Minnesota, Minneapolis, MN
Pahoua Yang, MSSW, CICSW, University of Minnesota, Minneapolis, MN
Michael Goh, Ph.D., University of Minnesota, Minneapolis, MN

Freshly Phrashed Identities: A Collaborative Discovery of Selves in Psychotherapy
James H. Cones III, Ph.D., University of California, Irvine, CA
Jonathan Foljo, Ph.D., University of California, Irvine, CA
Jessica Eldridge, M.A., University of California, Irvine, CA
Jessica R. Ortega, Ph.D., University of California, Irvine, CA

Community Consultation and Intervention (CCI): Non-Traditional Means of Engaging and Supporting Hard-to-Reach Students on a College Campus
Sharon Mier, Psy.D., Cornell University, Ithaca, New York
Wai-Kwong Wong, Ph.D., Cornell University, Ithaca, New York
Gene R. Edwards, Ph.D., Cornell University, Ithaca, New York
Matt Boone, LCSW, Cornell University, Ithaca, New York
Sista Space—Designing and Enhancing Groups for Girls/Women Students of Color


Mariama Richards, B.A., Georgetown Day School, Washington, D.C.

Training and Supervising Clinical and Counseling Students to Work with the Spanish-Speaking Latino Population: Issues and Challenges

Dinelia Rosa, Ph.D., Teachers College, Columbia University, New York, NY

Elizabeth Fraga, Ph.D., Teachers College, Columbia University, New York, NY

Sheila V. Graham, B.A., Teachers College, Columbia University, New York, NY

Samantha Boris, Teachers College, Columbia University, New York, NY

Reducing Ethnocentrism and Developing Cultural Competence: In Vivo Exposure and Reflective Journaling

Judith C. Durham, Ph.D., Saint Joseph College, West Hartford, CT

Susan Lester, Saint Joseph College, West Hartford, CT

4:30 – 5:15 PM

The Fourth Annual Social Justice Action Award Address

America in a Different Mirror: A Comparative Approach to History

Ronald Takaki, Ph.D., University of California, Berkeley, CA
5:15 – 5:45 PM  PRESENTATION OF THE SOCIAL JUSTICE ACTION AND JANET E. HELMS AWARDS
William J. Baldwin, Ed.D., Interim Dean, Teachers College, Columbia University, New York, NY
Cowin Auditorium  (147 Horace Mann)

5:45 – 7:00 PM  WINTER ROUNDTABLE RECEPTION
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.
Cafetería  (Ground Floor of Grace Dodge Hall)