INTRODUCTION

“25 Years of Racial-Cultural Issues in Psychology and Education: Honoring the Past and Anticipating the Future”

Welcome to the 25th Annual Winter Roundtable on Cultural Psychology and Education, sponsored by the Counseling Psychology Program and the Center for Educational Outreach and Innovation 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 2008 Roundtable conference, “25 Years of Racial-Cultural Issues in Psychology and Education: Honoring the Past and Anticipating the Future,” reflects a significant milestone in the Roundtable’s history. The celebration of the 25th year of existence of this noteworthy and historic conference underscores its importance and longevity with regard to addressing racial and cultural scholarship and practice in psychological and educational matters over the past two and one-half decades.

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, and then Ronald Takaki at last year’s conference. We are honored to have Dr. Michelle Fine 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 18 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Joseph White, Margaret Beale Spencer, Linda Darling-Hammond, and Joseph Ponterotto. This year, we honor Dr. Rosie P. Bingham for her 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. The Student Poster Session is a forum for graduate students in psychology and education to share their recent scholarship with conference attendees. We invite you to join this informal gathering and share your insights with this year’s student scholarship recipients.

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 Center for Educational Outreach and Innovation

Co-Sponsors include:

Division 17 of the American Psychological Association

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.

We would like to thank:

The Center for Educational Outreach and Innovation Staff

The Office of Development and External Affairs

College-wide support

- Special thanks to Document Services, Audio-Visual Services, Computing and Information Services, the President’s Office, and the Dean’s Office.
- We deeply appreciate the faculty and staff in the Counseling Psychology program for supporting the conference.

The Program Committee

- Madonna G. Constantine, Ph.D., Cristina Dorazio, Ed.M., and Rebecca M. Redington, M.A.

Outside Support

- Thanks to Michael and Bette Friedlander of Cowles Graphic Design, Inc. for their graphic design work on the Call for Papers, Brochure, and Program. We also appreciate Scott Miller and Bob Frey at Kutztown Publishing Co., Inc. for publishing advertisement materials.
- Special thanks to Danny Coles of Pedagogy Productions for videotaping selected presentations, and to Dr. Allen Ivey, Elizabeth Robey, and Microtraining Associates for 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

- Marilyn Ampuero, Lauren Appio, Tianna Canady, Christina Capodilupo, Chelsea Dize, Lauren Fisher, Sheila Graham, Nadine Hassemer, Mai Kindaichi, Theressa LaBarrie, Kristin Pietrocarlo, Rebecca Rangel, Sidney Smith III, and Nicole Watkins.
- A very special thanks is extended to the students of Teachers College, Columbia University.
- And last, but not least, our CONFERENCE VOLUNTEERS!!!
Save the Dates!

The 26th Annual Winter Roundtable
Teachers College, Columbia University

February 20 & 21, 2009

The conference title will be announced at a later date.
2008 Conference
**PROGRAM SCHEDULE**
Friday, February 15, 2008

**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

8:00 AM – 5:00 PM  
*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 – 9:20 AM  
**Welcome & Opening Session**  
Madonna G. Constantine, Ph.D., Winter Roundtable Director  
Cowin Auditorium (147 Horace Mann)

9:20 – 10:15 AM  
**KEYNOTE ADDRESS**

_African American Education in a Hegemonic Society: Confronting the Challenge of Westernity_  
Molefi Kete Asante, Ph.D., Temple University, Philadelphia, PA

9:20 – 10:15 AM  
**KEYNOTE ADDRESS**

_African American Education in a Hegemonic Society: Confronting the Challenge of Westernity_  
Molefi Kete Asante, Ph.D., Temple University, Philadelphia, PA

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

11:00 AM – 11:50 AM  
Papers

_Beyond Machismo: The Effects of Transformative Education on Latinos’ Views of Manhood_  
Aída Hurtado, Ph.D., University of California-Santa Cruz, Santa Cruz, CA  
Milbank Chapel (125 Zankel Hall)

_When Race Really Matters: Addressing Clients’ Racist Comments in Psychotherapy_  
Eleonora Bartoli, Ph.D., Arcadia University, Glenside, PA  
465 Grace Dodge Hall
Symposia

Preparing Culturally Relevant Educators and Counselors: A Faculty and Administrator Perspective
Theresa J. Canada, Ed.D., Western Connecticut State University, Danbury, CT
Bonnie Lee Rabe, Ph.D., Western Connecticut State University, Danbury, CT

Planting Seeds: Teaching Multicultural Classes
Amy L. Reynolds, Ph.D., University at Buffalo, Buffalo, NY
Suzette L. Speight, Ph.D., Loyola University at Chicago, Chicago, IL
Jairo N. Fuertes, Ph.D., Fordham University, New York, NY
Alex L. Pieterse, Ph.D., George Mason University, Fairfax, VA

Underrepresented Minorities in Psychology and Education: Pathways to Inclusion
Gargi Roysircar, Ph.D., Antioch University New England, Keene, NH
Ben Herzig, B.A., Antioch University New England, Keene, NH
Frances Berry-Worcester, M.A., Antioch University New England, Keene, NH
Barbara J. Lynch, M.Ed., Antioch University New England, Keene, NH

Multicultural Training: Classroom Context Matters
Tamara R. Buckley, Ph.D., Russell Sage Foundation, New York, NY
Erica Gabrielle Foldy, Ph.D., Russell Sage Foundation, New York, NY
Roundtables

The Good, The Bad & The Ugly: The Empowering and Diminishing Effects of Racial Socialization Messages

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

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

Charlayne C. Hayling, B.S., Lehigh University, Bethlehem, PA

Valerie A. Adams, M.Ed., University of Pennsylvania, Philadelphia, PA

SUB-THMES:
- Is racial socialization necessary?
- Does alertness to racism messages empower children or diminish their spirit?
- Should internalized racism in the Black community be documented?

Unifying Our Power: Barriers and Contributions to Cross-Ethnic Discourse among Mental Health Professionals

Shu-Ping Lin, Ph.D., Gouverneur Hospital, New York, NY

Wendi S. Williams, Ph.D., Long Island University—Brooklyn campus, Brooklyn, NY

SUB-THMES:
- What prevents us from working with one another?
- How do we understand our perceptions of one another?
- How do our perceptions of and relationships with one another affect our work as mental health professionals?
- How can we unify our power to promote a socially just society?
Workshops

**Critical Inquiry on Privilege, Injustice and Resistance: Participatory Action Research in Seven Voices**

Michelle Fine, Ph.D., Graduate Center, City University of New York, New York, NY

Jennifer Ayala, Ph.D., St. Peter’s College, Jersey City, NJ

Monique Guishard, B.A., Graduate Center, City University of New York, New York, NY

Yasser A. Payne, Ph.D., University of Delaware, Newark, DE

Brett G. Stoudt, B.A., Graduate Center, City University of New York, New York, NY

Mariá Elena Torre, B.A., Graduate Center, City University of New York, New York, NY

Eve Tuck, B.A., Graduate Center, City University of New York, New York, NY

**EDUCATIONAL OBJECTIVES:**

- To learn about the history, theory, methods and ethics of participatory action research.
- To think about how these concerns affect their own research projects.

**DESCRIPTION:**

This workshop will focus on the epistemological and ethic commitments of participatory action research, with deep exploration of six projects focused on: 1) men who lead a “street life;” 2) elite boys studying violence in their lives; 3) high school push outs studying the GED and push out practices; 4) activist youth from the South Bronx studying the history of activism in their communities; 5) first generation college students studying the racial and ethnic biases and opportunities on their campus; and 6) young people from across diverse schools and communities studying the opportunity gap.

**Talking About Racism in Everyday Life**

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

Ellen L. Short, Ph.D., Long Island University--Brooklyn Campus, Brooklyn, NY
EDUCATIONAL OBJECTIVES:

- To provide individuals with an opportunity to examine how the complexities of racism can be difficult to talk about in a variety of societal contexts.

DESCRIPTION:

Much of the recent research on racism in counseling psychology has focused on the influence of racial micro-aggressive experiences for people of color. Significantly, current events, involving the Jena 6 in Louisiana, police brutality of an older African American attorney couple in the New York Metropolitan area, as well as other disturbing incidents, have illustrated the pervasive nature of racism in the U.S. In this advanced workshop, a critical emphasis will be placed on how power relations structure organizations and communities within their broader socio-historical, -political, -economic, and -cultural contexts, as well as how race, gender, social class, and sexuality relate to these larger processes.

12:00 – 12:50 PM

Papers

**Personal Journeys, Professional Paths: Navigating the Crossroads of a Research Career**

Spero M. Manson, Ph.D., University of Colorado Health Sciences Center, Colorado Springs, CO

**Toward a Non-Sexist Black Male Identity**

Billy Johnson II, Psy.D., University of California, San Diego, La Jolla, CA

Symposia

**White Affinity Groups: Building Networks of Peer Support to Cultivate Anti-Racist Attitudes and Learning Among White People**

Ali Michael, M.A., University of Pennsylvania, Philadelphia, PA

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

Carolyn Michael, B.A., Teachers College, Columbia University, New York, NY

Michael Ramberg, B.A., Reconstructionist Rabbinical College, Wynocote, PA

**A Cluster Analysis of Cross Racial Identity Scale Scores to Predict Levels of Cultural Mistrust, Help-Seeking Attitudes, and Preference for Counselor Race in the Lives of African Americans**

Darryl L. Townes, Ph.D., Private Practice, Atlanta, GA

Shannon Chavez-Korell, Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI
**Roundtables**

**The Male-Male Advising Relationship in Psychology**
Christopher A. Sbaratta, M.A., Seton Hall University, South Orange, NJ
Christopher G. Beaumont, M.A., Seton Hall University, South Orange, NJ
David M. Tirpak, M.Ed., Seton Hall University, South Orange, NJ
Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ

**Infusing Racial Identity Development Constructs in Counseling Pedagogy Beyond Multicultural Counseling Courses**
Lee Covington Rush, Ph.D., Northern Illinois University, DeKalb, IL
Martha Singleton, MS.Ed., Northern Illinois University, DeKalb, IL

**Responding to Racial and Ethnic Stereotyping on Campus**
Michele R. Guzmán, Ph.D., The University of Texas at Austin, Austin, TX
Nicolina A. Calfa, M.C., The University of Texas at Austin, Austin, TX
Kevin Cokley, Ph.D., The University of Texas at Austin, Austin, TX

**SUB-THEMES:**
- Motivation for engaging in stereotyping activities
- Respect and free speech
- Using education to change campus climate
- Benefits of mandatory versus elective diversity education

**Globilization Initiatives from a University Counseling Center**
Mary Fukuyama, Ph.D., University of Florida Counseling Center, Gainesville, FL
Lisa Ferdinand, Ph.D., University of Florida Counseling Center, Gainesville, FL
Chung-Chun Choi, Ph.D., University of Florida Counseling Center, Gainesville, FL
**SUB-THemes:**
- Incorporating globalization and internationalization principles into the vision and mission of counseling centers
- Increasing intercultural and global awareness among students on university/college campuses
- Programming for international students

**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*
- *Cultural Diversity and Ethnic Minority Psychology*
- *Journal of Counseling and Development*
- *Journal of Multicultural Counseling and Development*
- *Journal of Black Psychology*
- *Harvard Educational Review*
- *Hispanic Journal of Behavioral Sciences*
- *The Counseling Psychologist*
- *Teachers College Record*

*Private Dining Room* (Ground Floor of Grace Dodge Hall)

**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*

**Twenty-Five Years Later: How Big is the Circle of Inclusion?**

*Rosie P. Bingham, Ph.D.*, University of Memphis, Memphis, TN

*Milbank Chapel (125 Zankel Hall)*

**2:00 – 2:50 PM**

**Papers**

*Cultural Values and Clinical Attributions: The Role of Multicultural Knowledge and Awareness*

*Bryant Williams, Ph.D.*, Institute for Family Health, New York, NY

*465 Grace Dodge Hall*
Symposia

Mentoring Minority Scholars in Psychology: A Model for Developing Research-Based Programs for Undergraduates

Richard Orbé-Austin, Ph.D., Baruch College, New York, NY

Lisa V. Orbé-Austin, Ph.D., Dynamic Transitions Psychological Consulting, LLP, New York, NY

Andrew Otto, MS.Ed., Teachers Preparatory School, New York, NY

Diane Ceballos, A.A., New York University, New York, NY

Education for Critical Consciousness: Training Culturally Competent Psychologists in a Multicultural Setting—The Boston Medical Center Experience

Kermit Crawford, Ph.D., Center For Multicultural Training in Psychology, Boston Medical Center, Boston, MA

Maria del Carmen Bennasar Aparicio, Psy.D., Center For Multicultural Training in Psychology, Boston Medical Center, Boston, MA

Le Ngu, Ph.D., Pine Manor College, Newton, MA

John Gerrein, Ph.D., Woburn Counseling Services, Woburn, MA

Guy Seymour, Ph.D., Psychologists in Public Safety, Cambridge, MA

But That Stuff Doesn’t Really Happen Anymore: What African American Students Have Been Told About Racial Hierarchies and School Success

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

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

Celine I. Thompson, MS.Ed., University of Pennsylvania, Philadelphia, PA

Gwendolyn Miller, M.A., University of Pennsylvania, Philadelphia, PA
Racial-Cultural Issues in the Future: Old Concepts, New Directions

Angela D. Ferguson, Ph.D., Howard University, Washington, DC
Viara Quinones, M.A., Howard University, Washington, DC
O’Shan Gadsden, M.A., Howard University, Washington, DC
Eder Lemus, M.S., MBA, Howard University, Washington, DC
Shirley St. Juste, M.Ed., Howard University, Washington, DC

Roundtables

Privileged and Oppressed: White Jews in Dialogues about Race and Skin Color

Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ
Sandra R. Ackerman, M.A., Seton Hall University, South Orange, NJ
Rachel Adisy, M.A., Seton Hall University, South Orange, NJ

SUB- THEMES:
- Disclosure of Jewish identity
- Denominational differences
- Gender differences
- Jewish ethnic differences

Advocating for Social Justice in the Academy: Early Career Perspectives

Richard Q. Shin, Ph.D., Syracuse University, Syracuse, NY
Larisa Buhin, Ph.D., Chicago School of Professional Psychology, Chicago, IL
Matthew J. Miller, Ph.D., University at Albany, State University of New York, Albany, NY
Alex L. Pieterse, Ph.D., George Mason University, Fairfax, VA

SUB- THEMES:
- Increasing diversity
- Recruitment and admissions
- Retention
- Professional survival
Workshops

Dismantling Organizational Racism in the Workplace: Using Race-based Caucusing for Effective Organizational Change

Mary Pender Greene, LCSW-R, Jewish Board of Family and Children's Services, Inc., New York, NY

Joan M. Adams, LCSW-R, Jewish Board of Family and Children's Services, Inc., New York, NY

Rene T. Chapman, LCSW, Jewish Board of Family and Children's Services, Inc., New York, NY

George Daniels, LMSW, Jewish Board of Family and Children's Services, Inc., New York, NY

Lisa V. Blitz, Ph.D., LCSW, Jewish Board of Family and Children's Services, Inc., New York, NY

Benjamin G. Kohl, Jr., Ph.D., LCSW, New York University, New York, NY

EDUCATIONAL OBJECTIVES:

- To understand homogenous racial caucusing to promote anti-racism and improve the quality of services.
- To identify the organizational benefits of maintaining such caucuses.
- To recognize predictable barriers to continuing such caucuses and develop solutions to overcome these barriers.

DESCRIPTION:
Race-based caucusing can help organizations advance an antiracist initiative and become increasingly culturally competent. This workshop presents the experience of a large social service organization which has for the past two and a half years developed and continued three caucuses comprised of agency staff: Women of Color, Men of Color, and White Anti-Racist Caucus. An overview of the organizational context and philosophy, and the implementation of the caucuses will be presented. Leadership from the three groups will summarize each group’s evolution, recommendations, and current challenges. The presenters will also hold a dialogue to demonstrate the collaboration of the three caucuses. Participants will have an opportunity to experience caucusing first hand in a small group experience and discuss its application to their organizations.
Decreasing the Stigma of Mental Health Treatment for Minority Students


Marcus Hummings, Psy.D., Psychological Counselor, Washington, DC

EDUCATIONAL OBJECTIVES:
- To identify and discuss the myths and stigmas which are often associated with students of color seeking mental health treatment.
- To create and present outreach programs designed to increase mental health seeking behavior in college students of color.

DESCRIPTION:
Historically, for many college students of color, there has been a stigma associated with receiving mental health services; that one is weak, that one can’t solve his/her own problems, and ultimately that one is crazy. These notions are not new. For decades, university counseling centers have been struggling with the problem of providing effective and necessary mental health services to an often reluctant student population. This workshop will examine the stigmas and present some of the dynamic outreach programs and strategies utilized at the Howard University Counseling Service to decrease mental health stigma and normalize seeing a counselor. Included in these outreach programs is a 17-minute film entitled, “LOST & FOUND: a college story (you don’t have to be crazy to go to counseling).” The film is the brainchild of the presenters and takes a realistic look at some of the mental health issues facing students of color and how the stigma of seeking mental health treatment may impact their decisions to seek help. The workshop will also provide participants with the opportunity to discuss outreach programs utilized in their various settings. The final portion of the workshop will include working in groups and designing outreach programs/strategies to decrease mental health stigma in students of color.

25 Years After “Roots of Soul:” Contemporary Issues in Counseling Persons of Black African Ancestry

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

The Future For Education and Psychology: Working With Transgender Individuals

Markus P. Bidell, Ph.D., Hunter College, New York, NY
Symposia  

**Examining our Essence: Spiritual and Ethical Competence in Counselor Training**

- S. Kent Butler, Ph.D., University of Central Florida, Orlando, FL
- Vivian J. McCollum, Ph.D., Albany State University, Albany, GA

**Factors Influencing the Optimal Functioning of Black and Latino/a Urban College Students: Future Directions for College Counseling Interventions**

- Ma'at E. Lewis-Coles, Ph.D., John Jay College of Criminal Justice, New York, NY
- Shannon Budelman, M.A., Teachers College, Columbia University, New York, NY
- Melissa Gonzalez, M.A., J.D., Teachers College, Columbia University, New York, NY
- Mary Owens, M.A., Teachers College, Columbia University, New York, NY

Roundtable  

**Mentoring African American Women and Academia**

- Sha’kema M. Blackmon, M.A., Loyola University, Chicago, IL
- Suzette L. Speight, Ph.D., Loyola University, Chicago, IL
- Helen Neville, Ph.D., University of Illinois at Urbana Champaign, Champaign, IL
- Danice L. Brown, M.A., Ohio State University, Columbus, OH

**SUB-THMES:**  
- The importance and benefits of being mentored  
- Alternative routes to mentoring  
- The benefits and challenges of mentoring  
- Best practices for mentoring

3:00-4:50 PM  

Workshop  

**Utilizing Spirituality and Religion in Therapy with African Americans**

- Nancy Boyd-Franklin, Ph.D., Rutgers University, New Brunswick, 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.

DESCRIPTION:

This workshop will address the importance of spirituality and religion in the lives of African American clients. It will first clarify the role of the Black Church in the cultural and political life of the community. Diversity among religious groups also will be addressed. 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.

4:00 – 4:50 PM

**Papers**

**A Critical Race Perspective of Racial Microaggressions and Students and Faculty of Color**

Daniel Solórzano, Ph.D., University of California, Los Angeles, CA

Constructions of Class: An Examination of How Middle Class, White Women Come to Understand the Meanings and Implications of their Social Class Belonging


**Symposia**

**The LACSM Supervision Model: Latin American Clinical Supervision Model: A Practical Application for Supervisors, Counselors, and Therapists**

José M. Maldonado, Ph.D., Monmouth University, West Long Branch, NJ

Tina R. Paone, Ph.D., Monmouth University, West Long Branch, NJ

Krista M. Malott, Ph.D., Villanova University, Villanova, PA

Edil Torres Rivera, Ph.D., University of Florida, Gainesville, FL
Creating Successful Cross-Racial Therapy Relationships: Emerging Findings from a Phenomenological Study of Clients’ Experiences of Working with a Racially/Ethnically Different Therapist

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

Patricia Yoon, M.A., The Graduate Center, CUNY, New York, NY

Craig Fuller, M.A., New School For Social Research, New York, NY

Roundtables

Women of Color: Lived Experience, Common Struggles, and a Vision for the Future

Josefina Irigoyen, M.Ed., Antioch University New England, Keene, NH

Kee J. E. Straits, Utah State University, Logan, UT

Tabetha Mack, M.A., University of Nebraska—Lincoln, Lincoln, NE

Michiko Ishibashi, M.A., Antioch University New England, Keene, NH

SUB-THEMES:

- Struggles of Women of Color transitioning from student to professional
- Lived experiences, significant events
- Common barriers and barriers that may be unique to each stage or ethnicity
- Retention and recruitment

Turf Battles Amongst Helping Professionals

Markus P. Bidell, Ph.D., Hunter College, New York, NY

Nancy DeSources, Ph.D., Hunter College, New York, NY

John O’Neil, Ph.D., Hunter College, New York, NY

Arnold Wolf, Ph.D., Hunter College, New York, NY
SUB-THEMES:

- What have been your experiences both positive and negative of professional separatism and/or professional identity?
- What are ways in which we can build and support collaborations across various mental health disciplines?
- What types of systemic barriers do you think support and maintain professional turf issues?

5:00 – 6:00 PM

*Asian American Psychological Association East Regional Meeting*

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

8:00 – 9:00 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 – 9:50 AM  
Papers  

Liberation Psychology as the Path Towards Healing Cultural Soul Wounds  
Eduardo Duran, Ph.D., United Auburn Indian Community, Auburn, CA

Overcoming Resistance to Anti-Racist Pedagogy through a Focus on the Unconscious  
Rachel Martin, Ph.D., Richard Sockton College of New Jersey, Pomona, NJ

Symposia  

Ready for School, Ready to Learn: Exploring the Impact of Social-Emotional Cultural Development on School Readiness  
Barbara Stroud, Ph.D., Los Angeles Child Guidance Clinic, Los Angeles, CA

Wanjiku Njoroge, M.D., Children's Hospital of Philadelphia, Philadelphia, PA

Eva Marie Shivers, Ph.D., Indigo Cultural Center, Phoenix, AZ

Milbank Chapel (125 Zankel Hall)

465 Grace Dodge Hall

273a Grace Dodge Hall
Assessing the Spoils From 25 Years of the "War on Drugs:" The Inevitable Role of Social Justice for Substance Abuse Counselors

Laytrayal Simmons, M.S., Howard University, Washington, DC

Katara Watkins, M.Ed., Howard University, Washington, DC

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

Intersections of Multiple Oppressed Identities: A Qualitative Exploration of Lesbian and Gay Filipino Americans

Kevin Nadal, M.A., Teachers College, Columbia University, New York, NY

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

David P. Rivera, M.S., Teachers College, Columbia University, New York, NY

Pointing the Way to the Future of Black Racial Identity: From Understanding the Original Nigrescence Model to Expanded Nigrescence Research Using the Cross Racial Identity Scale

Shannon Chavez-Korell, Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI

Beverly J. Vandiver, Ph.D., The Pennsylvania State University, University Park, PA

William E. Cross, Jr., Ph.D., City University New York, The Graduate Center, New York, NY

"Excessive Thinking" as an Indigenous Chinese Causal Explanation for Mental Illness: Clinical and Community Applications

Lawrence Yang, Ph.D., Columbia University, New York, NY

Graciete T. Lo, M.A., Fordham University, New York, NY
**Students on the Front Lines: Giving Voice to Contemporary Multicultural Training Needs**

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

Lisa Slade, M.S., University of Bridgeport, Bridgeport, CT

Stefanie Neidermann, B.S., University of Bridgeport, Bridgeport, CT

Yongyi Xu, B.A., University of Bridgeport, Bridgeport, CT

9:00 – 10:50 AM

**Workshops**

**Media in Teaching about Internalized Oppression, Religious Misorientation, and Political Imprisonment**

Chante D. DeLoach, Psy.D., The Chicago School of Professional Psychology, Chicago, IL

Mark A. Bolden, M.A., Howard University, Washington, DC

Jared A. Ball, Ph.D., Morgan State University, Baltimore, MD

**EDUCATIONAL OBJECTIVES:**

- Learn how to use contemporary, provocative media within the classroom in teaching diverse students.
- Connect the intersections among religious conservatism and the political zeitgeist surrounding the prison industry and specifically, political prisoners.
- Promote innovative approaches for students’ personal development and expand their social justice horizons.

**DESCRIPTION:**

Despite an increase in social justice advocacy, the issues of political prisoners is wanting in multicultural literature. The presenters will use an episode of *The Boondocks*, an animated series that uses provocative race and family relations satire and metaphor to illustrate sociopolitical contradictions within society. We will present the primary themes and narrative data from students’ actual journal responses to *The Boondocks* episode *The Passion of Ruckus* from two classes; one at a predominantly White Institution and the other at an Historically Black University. Participants will also deconstruct the episode with respect to the issues of political prisoners, religious misorientation, internalized oppression, and racial identity.
Workshops

Interracial Couples and Families, Transracial Adoptive Families, and Multiracial People: Building a Community for the 21st Century

Lisa V. Orbé-Austin, Ph.D., Dynamic Transitions Psychological Consulting, LLP, New York, NY

Mai Kindaichi, M.A., M.Ed., Teachers College, Columbia University, New York, NY

Theressa LaBarrie, M.A., Teachers College, Columbia University, New York, NY

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

Kelley Kenney, Ed.D., Kutztown University, Kutztown, PA

Mark Kenney, M.Ed., NCC, LPC, Rainbow Support Network, Reading, PA

Educational Objectives:

- To present current research and gaps in the literature on interracial couples/families, transracial adoptive families, and multiracial individuals, and to promote expanding research agendas pertaining to experiences of these populations.
- To discuss the implications of scholarship and research on the clinical practice of individual, couples and family work with these populations.
- To highlight clinical research that addresses unique needs of interracial couples/families, multiracial individuals, and transracial adoptive families.
- To build coalitions of scholars, researchers and practitioners who maintain an advocacy stance in professional organizations for this population.
- To discuss the implications of creating bridges in psychology and education with existing community organizations and advocacy groups for interracial couples and families, multiracial individuals, and transracial adoptive families.

Description:

Our workshop was developed to share seminal and innovative scholarship concerning interracial couples and families, transracial adoptive families, and multiracial individuals. Through discussion and dialogue, the workshop will provide a springboard to discuss future research programs, clinical practices, and building bridges between helping professionals, social advocates, and academics.
Counseling Persons of African Descent: Raising the Bar of What Passes for Competence

Thomas Parham, Ph.D., University of California—Irvine, Irvine, CA

Cheryl Tawede Grills, Ph.D., Loyola Marymount University, Los Angeles, CA

EDUCATIONAL OBJECTIVES:

- To define the notion of culture and how it manifests in counseling situations.
- To gain a better appreciation of culturally different models and methods of intervention with African American people.
- To help participants examine some of their own biases and assumptions related to working with culturally different people.
- To assist participants in augmenting their existing skill sets with specific intervention techniques that will help them to more effectively intervene.

DESCRIPTION:
This workshop will explore the need for a culturally different worldview in mental health treatment with people of African Descent and typical standards of practice with culturally different persons. Presenters will examine specific skills that can be used in working with culturally different clients in general and African Americans in particular. Attendees will explore the notion of multicultural competence and the domains where those competencies should be practiced as well as the constructs and techniques that emerge from more indigenous healing practices and methods.

10:00 – 10:50 AM

Papers

Twenty-Five Years of Critical Cultural Assessment: What’s the Difference Now?

Samuel D. Johnson, Jr., Ph.D., City University of New York, New York, NY

The Case of Edna: Artist or Administrator?: A Case Study of the Impact of Race, Class, Gender, and Relational Connections on Identity and Transition

Sue Motulsky, Ed.D., Lesley University, Cambridge, MA
10:00 – 10:50 AM

Symposia

**Religious Profiling After 9/11: The Experience of Sikhs and Muslims**

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

Laura A. Pelletiere, M.A., Montclair State University, Montclair, NJ

Noreen K. Zaman, B.A., New York University, New York, NY

Madeeha Mir, M.A., New York University, New York, NY

**African American Males and Leadership Potential: Unpacking the Other Form of Giftedness**

Fred A. Bonner II, Ed.D., Texas A&M University, College Station, TX

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

Harold Stevens, Ph.D., Clemson University, Clemson, SC

Lesley-Ann Brown, M.S., Texas A&M University, College Station, TX

**The History and Current Relevance of Chicana/o Psychology**

Manuel X. Zamarripa, Ph.D., University of Texas at Brownsville, Brownsville, TX

Sandra Soto, B.B.A., University of Texas at Brownsville, Brownsville, TX

Gabriel Gutierrez, B.A., University of Texas at Brownsville, Brownsville, TX

273a Grace Dodge Hall

279 Grace Dodge Hall

285 Grace Dodge Hall
Investigating the Prevalence and Mental Health Correlates of Racial Microaggressions Among African-American Doctoral Students

Lucas Torres, Ph.D., Marquette University, Milwaukee, WI

Anthony Ong, Ph.D., Cornell University, Ithaca, NY

Anthony Burrow, Ph.D., Loyola University, Chicago, Chicago, IL

10:00 – 11:50 AM

Workshops

Accidents of Birth and Cultural Programming: A New Framework for Understanding the Dimensions of Diversity

Sara Schwarzbaum, Ed.D., Northeastern Illinois University, Chicago, IL

EDUCATIONAL OBJECTIVES:

- To impart information regarding the effect of cultural programming on self-agency and help seeking behavior.
- To increase understanding of the dramatic effects of gender socialization.
- To increase empathy of professionals working with people of diverse backgrounds.
- To increase understanding of worldviews, beliefs, and behaviors within and between ethnic groups.

DESCRIPTION:
The “accidents of birth” (race/ethnicity, geography, sexual orientation, religious socialization, socioeconomic status and level of education, among others) influence worldview and decision making processes. This skill building, didactic, and interactive workshop will examine diverse individuals, couples and families as falling along a continuum across several dimensions. This new framework aims to increase knowledge of how the –often unconscious- cultural programming affects beliefs, self-agency, help seeking behavior, and life choices. Participants will also increase their knowledge of people of diverse backgrounds. This approach includes sociological, anthropological, and historical considerations, in addition to psychological ones in the exploration of gender socialization patterns. The continuum from egalitarianism to patriarchy, from individualism to collectivism, and from low levels of oppression to high levels of oppression will also be explored.
When Good Intentions Produce Bad Outcomes: Understanding the Challenges of Conducting (Good) Multicultural Research

Kevin Cokley, Ph.D., University of Texas at Austin, Austin, TX

Germine Awad, Ph.D., University of Texas at Austin, Austin, TX

EDUCATIONAL OBJECTIVES:
- To understand the difference between descriptive versus theory-driven research.
- To understand the difference between distal (e.g., ethnicity) versus proximal (e.g., ethnic identity) explanations for group differences.
- To understand how culture can threaten internal, external, and construct validity.
- To identify strategies for evaluating instruments used in multicultural research.

DESCRIPTION:
Much of the research conducted on ethnic minorities has been criticized for being atheoretical and primarily descriptive (Betancourt & Lopez, 1993; Fisher & Moradi, 2001). The focus of this workshop is to expose participants to some of the challenges in conducting multicultural research, with special attention paid to measurement issues. Participants will engage in activities that will help them learn how to identify threats to validity common in cultural research. In addition, participants will evaluate instruments for use with cultural populations. Through practical hands on experience, participants will enhance their skills needed to conduct good multicultural research.

11:00 – 11:50 AM

Papers

Responding to Stereotype Threat: What We Know and What Remains Unanswered

Caryn J. Block, Ph.D., Teachers College, Columbia University, New York, NY

Loriann Roberson, Ph.D., Teachers College, Columbia University, New York, NY

Tarani Merriweather, M.A., Teachers College, Columbia University, New York, NY

Macrostructural Racisms: A New Theory On The Interdependency, Recycling, & Perpetuation of Multiple Racisms at the Macrolevel

Darryl L. Townes, Ph.D., Private Practice, Atlanta, GA
11:00 – 11:50 AM

Symposia

The Influence of History, Racism and Acculturation on Inkblots, Eating, and Alcohol Consumption Among Native Americans

Julie Dorton, Ph.D., Oklahoma State University, Stillwater, OK

Deana Williams, Ph.D., Southeastern Oklahoma State University, Durant, OK

Melanie Cain, Ph.D., San Diego American Indian Health Center, San Diego, CA

So Who’s Meritorious?: Debunking the Myths of African American Male Achievement

Robin L. Hughes, Ph.D., Indiana University-Indianapolis, Fishers, IN

Fred A. Bonner II, Ed.D., Texas A&M University, College Station, TX

Mark Giles, Ph.D., University of Miami Ohio, Lubbock, TX

Aretha Marbley, Ph.D., Texas A&M University, College Station, TX

Significant Others: Educating 21st Century Students for a Sustainable Global Living

Alice LoCicero, Ph.D., Endicott College, Beverly, MA

Guy O. Seymour, Ph.D., Psychologists in Public Safety, Cambridge, MA

Joan T. Seymour, B.A., Retirement Explorations, New York, NY

Stephen Segaller, Thirteen/WNET New York, New York, NY

Black Men’s Community Involvement: Forms and Functions of Well Being

Nyasha Grayman, Ph.D., University of Delaware, Newark, DE

Quentin Speight, B.A., University of Delaware, Newark, DE

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HIV Related Risk Factors for Black Lesbian and Bisexual Women in the New York Metropolitan Area: Implications for Culturally-Based HIV Prevention

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

Justine Cruise-Roberson, State University of New York at Binghamton, Binghamton, NY

Responding Effectively to the Needs of Immigrants and Refugees: An Introduction to Multicultural and Multimodal Approaches

Azhar Abu-Ali, Ph.D., Center for Multicultural Human Services, Arlington, VA

Yeshashwork Kibour, Ph.D., Center For Multicultural Human Services, Falls Church, VA

Emi Furukawa, Ph.D., Center For Multicultural Human Services, Falls Church, VA

LUNCH

Restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions among peers.
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, 19 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.

A Cross-Racial Analysis of Gender Roles

Lucinda Bratini, Ed.M., Teachers College, Columbia University, New York, NY

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

Erin Forquer, M.A., Teachers College, Columbia University, New York, NY

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

Kern N. Second, M.A., Teachers College, Columbia University, New York, NY

African American College Students’ Experiences of Race: The Good, the Not So Good and the Stressful

Andrew Case, B.S., University of Illinois at Urbana-Champaign, Champaign, IL

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

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Student Scholarship Poster Session (continued)

The Relationship Between Ethnic Identity Strength, Face, and Self-construal Types in African and European Americans

Rae N. Lundy, M.A., University of Notre Dame, Notre Dame, IN

Differential Effects of Secondary and Postsecondary Social Support on the Social and Academic Integration and College Persistence of Black Males and Females

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

Joan H. Liem, Ph.D., University of Massachusetts--Boston, Boston, MA

Reacting to Racist Events: The Effects of TRIOS and the Mediating Role of Racial Identity

Santiba Campbell, M.A., University of Delaware, Newark, DE

James M. Jones, Ph.D., University of Delaware, Newark, DE

Asian Indian Youths' Career Aspirations: Generation Status and Acculturation Self-Reports and Parent Reports

Emily Pimpinella, Antioch University New England, Keene, NH

Gargi Roysircar, Ph.D., Antioch University New England, Keene, NH
Student Scholarship Poster Session (continued)

Counselors' Perceptions of Clients' Presenting Concerns: Intersections of Race and Class

Lauren Appio, B.A., Teachers College, Columbia University, New York, NY

Marilyn Ampuero, B.A., Teachers College, Columbia University, New York, NY

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

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

Black and Latino Adolescents' Experiences of Race and Racism in Schools: A Qualitative Analysis

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

Hammad S. N'cho, M.S., M.S., M.A., Boston College, Chestnut Hill, MA

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

Mai Kindaichi, M.A., M.Ed., Teachers College, Columbia University, New York, NY

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

I Am Because We Are: Ethnic-Racial Socialization and Adolescent Ethnic Identity

Monica D. Foust, New York University, New York, NY

Diane Hughes, Ph.D., New York University, New York, NY
Student Scholarship Poster Session (continued)

Another Noose Hanging: Events Following Jena 6

Vincent Pignatiello, Antioch University New England, Keene, NH

Emily Pimpinella, Antioch University New England, Keene, NH

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

Migrating to Opportunities: How Immigrant Parents’ Migration Motivations Shape Adolescents’ Academic Pathways

Carolin Hagelskamp, New York University, New York, NY

Carola Suarez-Orozco, Ph.D., New York University, New York, NY

Diane Hughes, Ph.D., New York University, New York, NY

The Effect of Stereotype Vulnerability, Testing Attitudes, and Racial Identity on Perceived Stereotype Threat for African American Students

Collette Chapman, B.S., The University of Texas at Austin, Austin, TX

Brittany Hall, B.A., The University of Texas at Austin, Austin, TX

Jessica Hernandez, B.A., The University of Texas at Austin, Austin, TX

Germine H. Awad, Ph.D., The University of Texas at Austin, Austin, TX
The Effect of Political Ideology, Racial Identity, and Colorblind Racial Attitudes on African American Affirmative Action Endorsement

Kimberly Tran, M.A., The University of Texas at Austin, Austin, TX
Elaine Hess, B.B.A., The University of Texas at Austin, Austin, TX
Luana Bessa, The University of Texas at Austin, Austin, TX
Germine H. Awad, Ph.D., The University of Texas at Austin, Austin, TX

Gender and Context as Predictors of African Americans’ Interethnic Social Comfort

Tamora A. Callands, M.S., Purdue University, West Lafayette, IN
David Rollock, Ph.D., Purdue University, West Lafayette, IN

African American Young Adults and Police Contact: Domains and Predictors of Stress

Amber Landers, B.A., Purdue University, West Lafayette, IN
David Rollock, Ph.D., Purdue University, West Lafayette, IN

Eugenic Attitudes and Mental Illness in Chinese Americans

Ahtoy J. WonPat-Borja, MPH, Mailman School of Public Health, Columbia University, New York, NY
Eve Chang, Teachers College, Columbia University, New York, NY
Szuyeh Chen, Teachers College, Columbia University, New York, NY
Shiao-Jung Lin, Teachers College, Columbia University, New York, NY
Student Scholarship Poster Session (continued)

Cultural Identity, Intergenerational Family Conflict and Psychological Functioning among Chinese and Korean Americans

Chris Larres, B.A., Rutgers, The State University of New Jersey, New Brunswick, NJ

Ajay Shah, B.A., Rutgers, The State University of New Jersey, New Brunswick, NJ

Megan Schneider, B.A., Rutgers, The State University of New Jersey, New Brunswick, NJ

Mark H. Chae, Ph.D., Rutgers, The State University of New Jersey, New Brunswick, NJ

Heart Rate Variability, Trauma Symptom Expression, and Psychological Distress in African Americans with Traumatic Spinal Cord Injury: A Preliminary Study

Benita Belvet, Virginia Commonwealth University, Richmond, VA

Nicole L. Fischer, Virginia Commonwealth University, Richmond, VA

Joshua Hook, Virginia Commonwealth University, Richmond, VA

Shawn O. Utsey, Ph.D., Virginia Commonwealth University, Richmond, VA

Culture-Specific Coping Behaviors and Physiological Predictors of Stress Vulnerability in African Americans: Implications for Counseling Interventions

Nicole Fischer, Virginia Commonwealth University, Richmond, VA

Benita Belvet, Virginia Commonwealth University, Richmond, VA
1:30 – 2:20 PM

Paper

A Toolbox for Training and Counseling Interventions with Various Racial and Cultural Issues, Groups, and Crises

Judy Kuriansky, Ph.D., Teachers College, Columbia University, New York, NY

Symposia

Physical and Mental Health Impacts of Racism for African Americans: The Context of Gender

Tawanda M. Greer, Ph.D., University of South Carolina, Columbia, SC

Jennifer M. C. Vendemia, Ph.D., University of South Carolina, Columbia, SC

Adrian Laseter, M.A., University of South Carolina, Columbia, SC

Melita Stancil, University of South Carolina, Columbia, SC

Congruency of Social Justice Theory and Practice: Ethical Considerations

Dottie R. Morris, Ph.D., School of International Training, Battleboro, VT

David Chmielecki, Antioch University New England, Keene, NH

Girl, I’ll House You: Gender, Culture, and Healing in Struggles for LGBT Economic Justice

Michelle Billies, LCSW, Social-Personality Psychology Graduate Center, City University of New York, New York, NY

Kagendo Murundi, Welfare Warriors Research Collaborative of Queers for Economic Justice, New York, NY

Kayla Stevens, Welfare Warriors Research Collaborative of Queers for Economic Justice, New York, NY


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Workshops

1:30 – 3:20 PM

**The Joy of Unlearning Racism**

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

**EDUCATIONAL OBJECTIVES:**
- To identify the specific ways unlearning racism or other forms of oppression can be a liberating experience.
- To explore how to frame unlearning racism (oppression) as a freeing, not simply a painful process in order to better engage people in this work.

**DESCRIPTION:**
Many white people (and others from privileged groups) see unlearning racism (or other forms of oppression) as something to be feared and avoided. However, people who have actually participated in meaningful experiences to unlearn racism (oppression) have in fact found it to be a freeing and healing process which enhances their psychological well-being and improves their lives. As we try to engage people from privileged groups in unlearning racism (oppression), how can we acknowledge the challenges of this work while better articulating the benefits of this process. Through self-reflection exercises and discussion, we will consider what people have gained from their efforts to unlearn racism (oppression) and how we might use this perspective in our work with others.

**Bidirectional Learning: Twenty-Five Years of Cross-Cultural Training**

Curtis W. Branch, Ph.D., VA Healthcare System, Newark, NJ

**EDUCATIONAL OBJECTIVES:**
- To present participants with an historical summary of some of the highlights of 25 years of academic and clinical training in the area of cross-cultural training.

**DESCRIPTION:**
This presentation will take the form of a lecture-discussion. The leader will identify critical events in the area of cross-cultural training and the impacts they had on the current developments in the field. A bidirectional model highlighting individual and institutional lessons learned will be utilized. Finally, a content analysis of Winter Roundtable programs will be completed as a case example of 25 years of change.
Building on 25+ Years of College Success for Underrepresented People: Current Status and Future Directions

Peggy Brady-Amoon, M.S., P.D., Teachers College, Columbia University, New York, NY

Leslie A. Limardo, M.A., School of General Studies, Columbia University, New York, NY

EDUCATIONAL OBJECTIVES:

- To apply theory and research on race, culture, and socioeconomic status to college programs that admit, support, and graduate people from underrepresented groups at rates higher than their more advantaged peers.

DESCRIPTION:

This interactive workshop will provide an opportunity for school, college, and community counselors, college student affairs professionals, and students from all disciplines to apply theory and research on race, cultural and socioeconomic status to support the college graduation goals of people who are historically underrepresented in higher education and the professions. To reach this goal, this workshop will begin with a review of the current status of access and success in higher education in an historical context. Next, with input from the participants, the presenters will explore the theory and research that inform program components, including institutional commitment and professional roles, that have been shown to support the college graduation goals of underrepresented people. This workshop will conclude with a structured small group exercise in which participants will build on the present, applying theory, research, and best practices from multiple perspectives, to a real-life scenario. The workshop will conclude with a guided discussion of ways in which counselors, student affairs professionals, and others interested in supporting the college graduation goals of underrepresented people can build on 25+ years of college success for underrepresented people and in so doing, positively influence the future.

1:30 – 4:20 PM

Workshops

Shame and Silence: Understanding the Stigma of Mental Illness in Asian Americans

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

Elizabeth Kramer, Sc.M., New York University, New York, NY
EDUCATIONAL OBJECTIVES:

- To understand how Asian-American patients present their stigma of mental illness that is related to cultural and family issues.
- To understand the use of the DSM-IV TR Outline for Cultural Formulation.
- To understand how skilled therapists manage stigma.

DESCRIPTION:

This 3-hour workshop will show a 2007 DVD entitled, “Shame and Silence: Understanding the Stigma of Mental Illness in Asian Americans,” followed by discussion using DSM-IV TR Outline for Cultural Formulation. The DVD consists of five simulated interviews between clinicians and actors who play the roles of simulated patients. The cases include: 1) a South Asian-American woman with bipolar disorder, 2) a Vietnamese-American man with somatic presentation of depression and PTSD, 4) the parents of a Pilipino-American child with ADHD, and 5) a Korean-American woman with Major Depression and substance abuse. Discussion will follow each case. The interviews show how the stigma of mental illness manifests in Asian-American ethnic subgroups in the individual family and community.

A Fanonian Approach to Reparations Against the Medical, Military, Media, Educational, and Prison Industrial Complexes for the Global African Community

Mark A. Bolden, M.A., Howard University, Washington, DC

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

Otis Williams, III, Ph.D., The Johns Hopkins University, Baltimore, MD

Chante D. DeLoach, Psy.D., The Chicago School of Professional Psychology, Chicago, IL

Jared A. Ball, Ph.D., Morgan State University, Baltimore, MD

EDUCATIONAL OBJECTIVES:

- Apply the Fanonian perspective on oppression to reparations.
- Build a case for genocide against Africans in America.
- Increase understanding of ethical abuses of Africans in America.
- Develop a work group for reparations.
- Learn practical ways to engage in activism at multiple levels of organization.
DESCRIPTION:
This workshop seeks to accomplish multiple objectives including: a) explaining the Fanonian perspective on oppression in relation to reparations; b) examining the genocide of Africans in America; c) developing a work group for reparations for Africans in America; d) discussing the ethical factors involved within interrogation and its implications for Africans in America; e) discussing the latest developments in psychologists involvement in torture and the position of APA on torture; f) examining the inter-connected relationships and imperial functions between medical, military, media, education, and prison industrial complexes; g) using South Africa as a case example of reparations through a Fanonian analysis.

2:30 – 3:20 PM

Papers

Asian-Americanist Psychology: Rediscovering our Activist Roots

Sumie Okazaki, Ph.D., University of Illinois—Urbana, Champaign, IL

Addressing The Needs of Urban African American High School Girls: Implications for School Counselors

Delila Owens, Ph.D., Wayne State University, Detroit, MI

Symposium

Two Women, One Vision: Promoting Racial Equity in Schools

Elizabeth Denevi, Ph.D., Georgetown Day School, Washington, DC

Mariama Richards, Georgetown Day School, Washington, DC
Workshops

**Why Aren't We Talking About Class?: Social Class, Poverty, and the Participatory Worldview**

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

Debbie Ann Chambers, M.S., Teachers College, Columbia University, New York, NY

Lucinda Bratini, Ed.M., Teachers College, Columbia University, New York, NY

Lisa Rosenzweig, B.A., Teachers College, Columbia University, New York, NY

Eileen Haase, B.A., Teachers College, Columbia University, New York, NY

Mara Adelsberg, B.A., Teachers College, Columbia University, New York, NY

Lauren Appio, B.A., Teachers College, Columbia University, New York, NY

**EDUCATIONAL OBJECTIVES:**

- Learn about the impact of social class, classism, and poverty on psychological practice, research, and theory.
- Consider the place of classism within psychology’s social justice agenda.
- Dialogue and compare experiences with other practitioners whose work takes place within the context of poverty.
- Analyze the class-based implications of conventional research paradigms and theory.

**DESCRIPTION:**

Although counseling psychologists have consistently been at the forefront of efforts to advance social justice advocacy and multicultural competence within psychological practice, considerations of social class, classism, and poverty have not been well-integrated among those efforts. Classism is generally missing from psychological examinations even when multiculturalism is a central focus, leaving psychologists without a collegial forum in which to compare experiences or advance their thinking on social class and poverty. Participants will have the opportunity to examine the obstacles and blind spots that prevent us from addressing class and poverty more consistently, and to consider alternative paradigms that integrate these issues. The workshop will feature small group dialogues on 1) practice-related, 2) research-related, and 3) theoretical considerations arising from these issues.
Initiating The NIMC's Project: Continuing the National Discussion of Race, Justice, and Peace:
The Role and Function of Counselors, Psychologists, and Other Mental Health Professionals

Edil Torres Rivera, Ph.D., University of Florida, Gainesville, FL

Thomas Parham, Ph.D., University of California--Irvine, Irvine, CA

Michael D'Andrea, Ed.D., University of Hawaii, Honolulu, HI

Cirecie A. West-Olatunji, Ph.D., LPC, LMFT, NCC, University of Florida, Gainesville, FL

Judy A. Daniels, Ed.D., University of Hawaii, Honolulu, HI

DESCRIPTION:
This is the first in a series of town hall meetings that are aimed at continuing the discussion about race, justice, and peace. The people attending this workshop should be able to acquire awareness of the ways that racism and other forms of cultural oppression are manifested in the community and become aware of the roles that mental health professionals can play in addressing these problems.

What is the Role of Psychologists and Educators in the Global Civil Rights Movement for Health?

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

L. Philip Johnson, Ed.D., Teachers College, Columbia University, New York, NY

EDUCATIONAL OBJECTIVES:
- To learn about thirteen forces driving this movement.
- To work in groups to identify action steps.
- To offer a final step for actualizing an equity and access agenda.

DESCRIPTION:
This workshop identifies a role for psychologists/educators within a new twenty-first century global health civil rights movement that seeks equity in health for all.
3:30 – 4:20 PM

**Paper**

*Racial-Cultural Attitudes in the Context of Clinical Assessment*

George V. Gushue, Ph.D., Teachers College, Columbia University, New York, NY

**Symposia**

*Coming out of the Closet on Same-Sex Domestic Violence: Future Outlooks for Progressive Change*

Jennifer L. Gaskins, B.A., University of Connecticut, Storrs, CT

Brian Yankouski, Montclair State University, Montclair, NJ

*Cultural Competence and Suicidal Youth: Intervening S sensitively with this Preventable Community Health Problem*

Terri Erbacher, Ph.D., Philadelphia College of Osteopathic Medicine, Philadelphia, PA

Narrimon V. Thamavongs, M.A.T., Philadelphia College of Osteopathic Medicine, Philadelphia, PA

Deanna M. Ryder, B.A., Philadelphia College of Osteopathic Medicine, Philadelphia, PA

Eric Watson, B.A., Philadelphia College of Osteopathic Medicine, Philadelphia, PA

*Cultural-Ecological Approaches to Acculturation: Cultural Transition Goals Among South Asian Men*

David Rollock, Ph.D., Purdue University, West Lafayette, IN

Omar Rahman, M.A., Purdue University, West Lafayette, IN

*Spirituality Matters: Conducting Culturally Authentic Research Among Ethnic Minority Youths*

Sharon M. Houlan, M.A., Boston College, Chestnut Hill, MA

Elizabeth O. Pierre, M.A., Boston College, Chestnut Hill, MA
Changing Faces: A Qualitative Analysis of Black Women's Strategies for Coping with Gender and Race Discrimination

Darlene C. DeFour, Ph.D., Hunter College, New York, NY
Darlene Dawson, B.A., Brooklyn College, Brooklyn, NY

4:30 – 5:15 PM
THE FIFTH ANNUAL SOCIAL JUSTICE ACTION AWARD ADDRESS

Bearing Witness: Participatory Methods for Tracking the Veins of Injustice and Resistance

Michelle Fine, Ph.D., Graduate Center, City University of New York, New York, NY

5:15 – 5:45 PM
PRESENTATION OF THE SOCIAL JUSTICE ACTION AND JANET E. HELMS AWARDS

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

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.

Cafeteria (Ground Floor of Grace Dodge Hall)
The 5th Annual
Social Justice Action Award

Michelle Fine, Ph.D., is this year’s recipient of the Social Justice Action Award. Dr. Fine is Distinguished Professor of Social Psychology, Women’s Studies and Urban Education in the Social/Personality Psychology Program at the Graduate Center, City University of New York, and previously taught for 12 years at the University of Pennsylvania. She earned a B.A. in Psychology from Brandeis University, and an M.A. in Psychology, a Master of Philosophy in Psychology and a Ph.D. in Social Psychology from Teachers College, Columbia University.

As a member of the CUNY Graduate Center Participatory Action Research (PAR) Collective, Dr. Fine's work focuses on sexuality, critical race theory, critical methods and mass incarceration. She also researches community development with a particular emphasis on urban youth and young adults. Dr. Fine has participated in various research studies, including a recent qualitative study with Sara McCllellend entitled "Sexuality Education and Desire: Still Missing After All These Years" published in the Harvard Educational Review. She also collaborated on an executive report entitled "Changing Minds: The Impact of College in a Maximum Security Prison," which focuses on the influence a college education can have on prisoners after their release.

Dr. Fine currently is working on research projects funded by the Spencer Foundation and the Carnegie Foundation, both of which focus on the "spaces" created for and by youth in which political, spiritual and/or recuperative work is pursued. She and her colleagues, such as Lois Weis at SUNY-Buffalo, Linda Powell at Teachers College, Columbia University, and students from the Graduate School and University Center of the City University of New York, are interested in understanding life within such spaces—that is, the political life of the group and the personal development of the individuals so engaged. The "space" in which people are located includes those designed explicitly to be diverse and democratic, those designed explicitly to be segregated and activist, and those designed to be richly recuperative and supportive for politically marginalized young men and women and sometimes for elites. Beyond these spaces, Dr. Fine is interested in understanding the relations between these corners of social possibility and larger movements for social change.


We are very pleased to present Dr. Michelle Fine with the 5th Annual Social Justice Action Award.
Rosie P. Bingham, Ph.D., is this year’s recipient of the Janet E. Helms Award for Mentoring and Scholarship. Dr. Bingham is a native Memphian. She received a Bachelor of Science degree in Sociology/Education from Elmhurst College in Elmhurst, Illinois, a Master of Arts degree in Counseling and Guidance from The Ohio State University, and a doctorate in Counseling Psychology from The Ohio State University. She started her career in higher education in 1972 at The Ohio State University and moved to the University of Florida in 1978. Dr. Bingham was Associate Director of the Counseling Center at the University of Florida prior to being hired as Director for the Center for Student Development at the University of Memphis in 1985. She held this position until 1993, when she became the Assistant Vice President for Student Affairs/Student Development. After a national search, Dr. Bingham was selected as Vice President for Student Affairs in 2003. Dr. Bingham has articulated a division mission of “Students Learning through Engagement and Involvement.”

Dr. Bingham has a national reputation as a leader in the field of psychology. She has served as president of three national professional organizations—the Association of University and College Counseling Center Directors, the International Association of Counseling Services, and the Society of Counseling Psychology of the American Psychological Association. Dr. Bingham was a founder and organizer of the first and second National Multicultural Conference and Summit of the American Psychological Association. She also was selected as one of 15 women from around the world to participate in the Women of Color Development Incubator Project funded by the Kellogg Foundation.

Dr. Bingham is a dedicated, resourceful, and challenging academician and scholar who publishes in leading journals, writes book chapters, and has one co-edited book. She serves on the editorial boards of the Journal of Counseling Psychology, the Journal of Career Assessment, In Session for the Journal of Clinical Psychology, and is a past member of the editorial boards of the Journal of College Student Development, the Journal of Counseling and Development, and The Counseling Psychologist. In addition, she has made numerous presentations at national conventions and conferences.

Dr. Bingham was the co-founder of Black Scholars Unlimited at the University of Memphis and initiated a Hispanic Academic Enrichment Group at the University of Florida during her tenure there. She became Chair of the Board for the Women’s Foundation for a Greater Memphis in June 2004 and has made it a personal mission to improve the lives of women and children in the Memphis community.

We are honored to present Dr. Rosie P. Bingham with the 18th Annual Janet E. Helms Award for Mentoring and Scholarship.
CONFERENCE DIRECTOR

Madonna G. Constantine, Ph.D., Professor of Psychology and Education, Department of Counseling and Clinical Psychology, Teachers College, Columbia University. Dr. Constantine is a highly esteemed researcher in the area of multicultural counseling. The scope of her work includes Black mental health issues, developing models of multicultural counseling competence, and exploring the intersections of cultural variables such as race, ethnicity, and gender in relation to psychological processes and outcomes, and treatment approaches.

Dr. Constantine’s contributions to the field of multicultural counseling have been acknowledged by several psychological and educational organizations. For example, she is a Fellow of the American Psychological Association (APA) and has received other professional acknowledgments from the Society of Counseling Psychology (Division 17 of APA) and the Society of the Psychological Study of Ethnic Minority Issues (Division 45 of APA). Dr. Constantine also has received Outstanding Research Awards from the American Counseling Association, the Association of Black Psychologists, and the Association for Multicultural Counseling and Development. She has been an invited presenter at many regional and national conferences, and Teachers College has recognized her remarkable talents and contributions to the field of education by giving her several Outstanding Teaching Awards.

Dr. Constantine serves as Associate Editor of both the Journal of Counseling Psychology and Cultural Diversity and Ethnic Minority Psychology. In addition, she serves in leadership capacities in various counseling and psychological associations across the country.

INVITED SPEAKERS

Molefi Kete Asante, Ph.D., Temple University
Molefi Kete Asante is Professor, Department of African American Studies at Temple University. He has published more scholarly books than any contemporary African author and has recently been recognized as one of the ten most widely cited African Americans. Of his 67 books, among the most recent are The History of Africa: The Quest for Eternal Harmony (2007) and Spear Masters: An Introduction to African Religion (2007). Dr. Asante completed his M.A. at Pepperdine and received his Ph.D. from UCLA at the age of 26 and was appointed a full professor at the age of 30 at the State University of New York at Buffalo. At Temple University he created the first Ph.D. Program in African American Studies in 1987. He has written more than 300 articles for journals and magazines and is the founder of the theory of Afrocentricity. Dr. Asante is the founding editor of the Journal of Black Studies (1969).

Caryn J. Block, Ph.D., Teachers College, Columbia University
Caryn J. Block is Associate Professor of Psychology and Education in the Organizational and Leadership Department at Teachers College, Columbia University. Her work focuses on issues of race and gender in the workplace, the influence of racial identity in organizational contexts, perceptions of affirmative action programs, and the influence of sex role and racial stereotypes on perceptions of men and women as managers. She currently is collaborating with researchers at the ADVANCE Project of the National Science Foundation, examining the long-term effects of stereotype threat on women scientists.
Nancy Boyd-Franklin, Ph.D., Rutgers University
Nancy Boyd-Franklin is Professor in the Graduate School of Applied and Professional Psychology at Rutgers University. Her interests include marital and couples therapy, the multisystems approach to the treatment of poor inner-city families, issues for women of color, and issues in working with African-American children and adolescents. She has written five books including: *Black Families in Therapy: A Multisystems Approach*; *Children, Families, and HIV/AIDS: Psychosocial and Therapeutic Issues*; and *Boys into Men: Raising Our African American Teenage Sons* with Dr. Anderson J. Franklin.

Eduardo Duran, Ph.D., United Auburn Indian Community
Eduardo Duran is Director of Health and Wellness for the United Auburn Indian community and has been working in Indian country all of his professional career. He has helped to establish Tribal-based and Urban behavioral health systems. Dr. Duran also has taught graduate school courses and has published several papers in professional journals and magazines. He continues to lecture in this country and in international settings. Dr. Duran’s books include: *Healing the Soul Wound* and *Buddha in Redface*.

George V. Gushue, Ph.D., Teachers College, Columbia University
George V. Gushue is Associate Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. His research interests include the influence of racial-cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and vocational behavior. He also has written extensively about group and family counseling and the psychosocial dimensions of HIV/AIDS.

Aída Hurtado, Ph.D., University of California—Santa Cruz
Aída Hurtado is Professor of Psychology and Director of the Chicano/Latino Research Center at the University of California at Santa Cruz and past Chair of the National Association for Chicana/Chicano Studies. Dr. Hurtado’s research focuses on educational achievement, gender issues in Latino communities, and media portrayals of race. Her books include: *Chicana Feminisms: A Critical Reader*, *Chicana/o Identity in a Changing U.S. Society*, *The Color of Privilege: Three Blasphemies on Race and Feminism*, and *Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity*.

Samuel D. Johnson, Jr., Ph.D., City University of New York
Samuel D. Johnson Jr. is Professor of Psychology at Baruch College of the City University of New York. Previously he served as Vice President for Student Development, Dean of Students, and Professor and Chairman of the Department of Student Development and Counseling at Baruch College. Dr. Johnson developed one of the first APA-approved training programs in cross-cultural counseling at Teachers College in 1981 and has since earned an international reputation as a trainer and curriculum developer. He has received numerous awards, including the Martin Luther King Award from the New York Society of Clinical Psychologists, and founded the Winter Roundtable in 1983.

Spero M. Manson, Ph.D., University of Colorado Health Sciences Center
Spero M. Manson, (Pembina Chippewa), Professor of Psychiatry, heads the American Indian and Alaska Native Programs at the University of Colorado at Denver and Health Sciences Center. His programs include eight national centers, among 102 Native communities, spanning rural, reservation, urban, and village settings. Dr. Manson has published many articles on the assessment, epidemiology, treatment, and prevention of physical, alcohol, drug, and mental health problems in this population. He has received numerous awards including the George Foster Award for Excellence from the Society for Medical Anthropology (2006).
Sumie Okazaki, Ph.D., University of Illinois at Urbana—Champaign

Sumie Okazaki is Associate Professor of Psychology at the University of Illinois at Urbana—Champaign. She studies the role of immigration, community contexts, individual differences, and racial minority status on the mental health of Asian Americans and currently serves as Associate Editor of Cultural Diversity and Ethnic Minority Psychology. Her awards include the Early Career Award for Distinguished Contribution from the Asian American Psychological Association and the Emerging Professional Award from the Society for the Study of Ethnic Minority Issues.

Daniel Solórzano, Ph.D., University of California—Los Angeles

Daniel Solórzano is Professor in the Education Department in the Graduate School of Education and Information Studies, with faculty appointments in the Division of Social Sciences and Comparative Education and the Chicana and Chicano Studies Department. His teaching and research interests include critical race and gender studies on the educational access, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States. Dr. Solórzano has just been awarded the UCLA Distinguished Teacher Award for 2007-2008.

Ivory A. Toldson, Ph.D., Howard University

Ivory A. Toldson is Assistant Professor of Counseling Psychology at Howard University and Senior Research Analyst for the Congressional Black Caucus Foundation. He is a Brisbane lecturer and active academic who was named “Young Researcher of the Year” at Southern University and who won Ebo Network’s Changing Faces award for outstanding literary achievement for his novel, “Black Sheep: When the American Dream Becomes a Black Man’s Nightmare.” Dr. Toldson also was the fourth recipient of the prestigious DuBois Fellowship from the US Department of Justice.

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: Following the Social Justice Action Award address from 4:30 to 5:15 PM on Saturday, Drs. Michelle Fine and Rosie P. Bingham 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 Saturday 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.
MAPS OF TEACHERS COLLEGE

GROUND FLOOR

All Teachers College buildings are accessible to people who use wheelchairs by using the Ground Floor corridors. Please enter through the Thordike Lobby at the end of the driveway (see map of First Floor) and take the elevator down one flight to the Ground Floor.

LEGEND

Access Note for Wheelchair Users = ⚑
Elevator = ⚖
Men’s Room = ⚖
Men’s Room, Wheelchair Accessible = ⚖
Telephone = 📞
Women’s Room = ⚖
Women’s Room, Wheelchair Accessible = ⚖
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 =  

West 120th Street