

出國報告（出國類別：參加國際研討會發表論文）

參加國際研討會發表論文報告書  
(研討會名稱：The 2011 Winter  
Roundtable on Cultural Psychology and  
Education)

服務機關：國立政治大學

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派赴國家：美國（紐約）

出國期間：100/02/25-100/02/26

報告日期：100/03/07

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## 摘要

本次出國的主要目的為發表論文於 The 2011 Winter Roundtable on Cultural Psychology and Education 的國際研討會上。本次所發表論文被接受為海報論文（論文海報全文請見附錄一）。除發表論文外，參與本次研討會也對於瞭解國際間對於「文化心理學」（Cultural psychology）的目前發展情形有許多幫助。未來計畫將本論文進一步依在會議中所蒐集到的回饋與意見做修改，然後再將其投稿於國際期刊上。

# 本文

## 一、 目的

發表學術論文一篇(見附錄一)。

## 二、 過程

本次會議共二天，議程如附錄二。本會議由哥倫比亞大學教師學院主辦，參與人數約一百人。本會議的主要研討重點是文化心理學，會議每年舉辦一次，今年是第 28 次舉辦。議程包含口頭文章發表(paper and symposium presentations)，工作坊 (workshops)，海報論文 (poster presentations)，和圓桌討論 (roundtable discussions)。本次發表的論文為海報論文，題目為：Students' perceptions of the creative climate of a college class。本研究的目的是瞭解如何透過知識翻新的教育理念來將以獲知為主的教室學習文化轉變成以知識創新為主的教室文化。研究結果發現在知識翻新教育理念的支持下，學生的學習可變得更主動，教室的學習氛圍也會變得更有創意。本篇論文發表日期為 2/27，發表場次為 Poster Session。同場次的其他發表人共有 30 人，分別來美國、加拿大、台灣等國家。其他資訊如會議議程、參與人員、發表論文內容詳見大會網站 (<http://www.tc.columbia.edu/roundtable/?Id=Home&Info=Home>)。

## 三、 心得及建議

參加本國際研討會最主要的收穫是能夠把本論文發表與分享在國際學術社群中。同時，透過與與會學者的互動與討論，可以得到許多有助於進一步修改本論文（研究）的回饋。

本篇文章主要在探討大學教室中的學習文化內涵，以及如何將傳統以講述為主的教室學習文化轉化成以知識創造為主的學習文化。由於本研討會中有許多教育與文化心理學方面的學者專家，出席此國際會議對本論文進一步的修正改進以及後續投稿至國際期刊上有很大幫助。另外，因為本國際會議的地點在紐約市，出席本國際會議也增加了本校的國際能見度。

## 附錄一(海報論文全文)

# Students' perceptions of the creative climate of a college class

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Huang-Yao Hong (National Chengchi University, Taiwan) hyhong@nccu.edu.tw

Karen Guo (Teachers College, Columbia University) ig254@columbia.edu


## Introduction

Learning and knowledge creation are two different kinds of cultural activities (Hong & Sullivan, 2009).

Learning	Knowledge creation
<ul style="list-style-type: none"> <li>• “mainly a process of acquiring desired pieces of knowledge” (Paavola, 2002, p.24).</li> <li>• a psychological concept of knowledge (Hyman 1999)</li> <li>• sees knowledge as possessed within an individual's mind-as-a-container (cf. Popper 1972)</li> </ul>	<ul style="list-style-type: none"> <li>• values the innovative process of inquiry where “something new is created and the initial knowledge is either substantially enriched or significantly transformed during the process” (Paavola, 2002, p.24)</li> </ul>
<p>↓</p> <ul style="list-style-type: none"> <li>• Conventional school culture tends to place more emphasis on leaning than knowledge-creating activities.</li> </ul>	<p>↓</p> <ul style="list-style-type: none"> <li>• science or business culture tends to encourage more knowledge-creating activities while treating learning as a natural byproduct.</li> </ul>

This study try to foster a knowledge-creating culture in a college course, by engaging students in knowledge-building. Knowledge building is a social process focused on sustained production and improvement of ideas of value to a community (Scardamalia & Bereiter, 2006).

## Methods

Research Environment	Instructional goals	4 instructional stages
N= 30 teacher-edu students Duration: a 18-week semester Course: “Introduction to Living Technology” 	<ul style="list-style-type: none"> <li>• to guide the participants to explore some basic content required for their future teaching in <b>technology-related subject matter</b>;</li> <li>• to engage them in the actual knowledge-building process by <b>solving real-life technology problems</b> (e.g., design a water-saving toilet)</li> </ul>	1: Workshops about KB and Knowledge Forum 2: problem-finding and -solving 3: sustained technology design and idea-improvement 4: final presentation
<b>Figure 1. Knowledge Forum (KF)</b> an online multimedia knowledge-building environment.		<b>Data Sources</b> (1) student online discourse recorded in a KF database (2) Creative Climate Questionnaire (CCQ) (Ekvall, 1996), (3) course evaluation administered at the end of the course.

## Results and Discussion

	KF environment (college students, n=30)		Research environment (graduate students, n=703)		Business environment (Swedish employees, n=245)	
	M	SD	M	SD	M	SD
freedom	2.99	0.43	2.51	0.66	2.83	0.52
risk-taking	2.86	0.45	2.81	0.72	3.38	0.72
trust/openness	3.29	0.35	2.98	0.52	3.2	0.45
Idea time	3.1	0.38	3.42	0.65	2.96	0.56
idea support	3.44	0.39	2.86	0.56	2.9	0.61
debate	3.4	0.37	3.3	0.62	3.34	0.52
challenge	3.04	0.39	3.44	0.52	3.28	0.65
Playfulness/humor	3.44	0.39	2.86	0.6	2.56	0.6
liveliness	3.39	0.34	2.33	0.62	2.35	0.63
conflict	1.34	0.35	1.21	0.52	1.32	0.51
	Knowledge-building environment (N=30)		Non-knowledge-building environment (N=30)		F value	
	M	SD	M	SD		$\eta^2$
Challenge	3.04	0.39	2.47	0.51	12.10***	0.17
Freedom	2.99	0.43	2.66	0.45	8.80***	0.13
Idea support	3.44	0.39	2.5	0.43	60.93***	0.51
Trust/openness	3.29	0.35	2.61	0.44	38.91***	0.40
Dynamism/liveliness	3.39	0.34	2.35	0.37	81.70***	0.58
Playfulness/humor	3.44	0.39	1.85	0.59	101.86***	0.64
Debates	3.4	0.37	2.31	0.49	67.43***	0.54
Conflicts	1.34	0.35	2.41	0.48	16.97***	0.23
Risk-taking	2.86	0.45	2.67	0.44	25.13***	0.30
Idea time	3.1	0.38	2.59	0.51	39.61***	0.41

\* p<.05 \*\* p<.01

### References

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- Hong, H.-Y., & Sullivan, F. R. (2009). Towards an idea-centered, principle-based design approach to support learning as knowledge creation. *Educational Technology Research & Development*, 57(5), 613-627.
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- Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 97-118).
- Zeng, J.M. (2002). *The Relationship Between Taiwanese Graduate Students' Playfulness, Humor, Creative attitude, Creative Climate and the Creativity*. Unpublished master's thesis, National Cheng-chi University. (in Chinese) Taipei, Taiwan.

Findings indicate that students were highly interactive and collaborative in working with ideas in KF (see Figure 1). Further, the CCQ results, based on a MANOVA test, indicate that the participants tended to perceive the climate of their course to be highly creative as compared with three reference groups (Wilk's  $\lambda=0.29$ ,  $F=11.89$ ,  $p=.000$ ,  $\eta^2=.70$ )—college students ( $n=30$ ), graduate students ( $n=703$ ) (Zeng, 2002) and business employees ( $n=245$ ) (Ekvall, 1987).

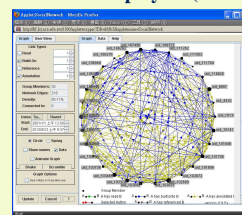
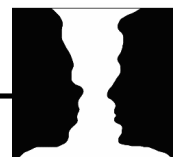


Figure 2. Online connectivity patterns among participants

Additional findings based on student course evaluation also showed a significant higher rating for the present knowledge-building course than courses offered in a more traditional way of teaching ( $t=-37.60$ ,  $df=1796$ ,  $p=.000$ ). Implications for transforming a learning culture to a knowledge-creating culture in class are discussed.

## 附錄二(會議議程)



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# INTRODUCTION

## *“Privileging Indigenous Voices: Hearing the Wisdom of Generations”*

Welcome to the 28<sup>th</sup> Annual Winter Roundtable on Cultural Psychology and Education, sponsored by the Dean's Office and the Counseling Psychology Program at Teachers College, Columbia University. The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The theme of the 2011 Roundtable conference, *“Privileging Indigenous Voices: Hearing the Wisdom of Generations,”* emphasizes community-oriented interventions across a variety of settings, including K-12 schools, undergraduate curricula, graduate and internship programs in mental health services, as well as organizational settings. This year's conference is a two-day program consisting of paper and symposium presentations, workshops, student poster presentations, and roundtable discussions conducted by invited and selected experts in the fields of multicultural psychology, education, and related disciplines.

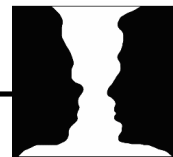
The Winter Roundtable continues its tradition of bringing together scholars, practitioners, educators, researchers, advocates of social change, and students who value the complex influences of race, ethnicity, social class, gender, sexual orientation, and religious affiliation in psychology and education. Several years ago, the Roundtable instituted the **Social Justice Action Award**, which celebrates the contributions of individuals who have exemplified social change through their principles and practice. The inaugural recipient of the Social Justice Action Award was bell hooks, followed by Jane Elliott in 2005, Linda James Myers in 2006, Ronald Takaki in 2007, Michelle Fine in 2008, William Cross in 2009 and Concepción Saucedo Martínez at last year's conference. We are honored to have **Dr. Bertha G. Holliday** 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 21 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Joseph White, Melba Vasquez, Margaret Beale Spencer, Linda Darling-Hammond, Joseph Ponterotto, Nadya Fouad, and Thomas A. Parham. This year, we honor **Dr. Carolyn G. Barcus** 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 Dean's Office

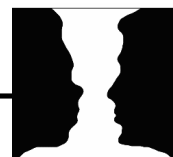
Co-Sponsors include:

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



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## 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 staff of the Dean's Office

Maryellen E. Novak - Associate Director of Enrollment Services for Continuing Professional Studies

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

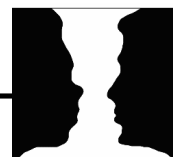
- Marie L. Miville, Ph.D., Jorja A.K. Redway, M.A., and Elizabeth Hernandez, M.S.

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 David Martin and Scott Miller at Kutztown Publishing Co., Inc. for publishing advertisement materials.
- Special thanks to Peter Stassa 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

- We owe a huge debt of gratitude to Erin Forquer for her unending support, guidance, and wisdom.
- A very special thanks is extended to the students of Teachers College, Columbia University.
- And last, but not least, our CONFERENCE VOLUNTEERS!!!

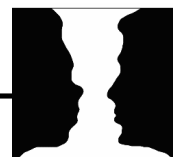


## **Save the Dates!**

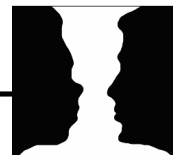
The 29<sup>th</sup> Annual Winter Roundtable  
Teachers College, Columbia University

February 24 & 25, 2012

The conference title will be announced at a later date.



*2011 Conference*



# PROGRAM SCHEDULE

Friday, February 25, 2011

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

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

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**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.

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**9:00 AM – 9:20 AM    *Welcome & Opening Session*** Cowin  
Auditorium  
(147 Horace  
Mann)

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

**9:20 AM – 10:15 AM    *KEYNOTE ADDRESS***

***Naamitapiikoan: Blackfoot Influences on Abraham Maslow's Developmental and Organizational Psychology***

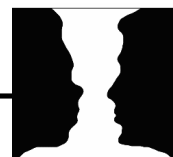
**Narcisse Blood, Iitskinai (Horns Elder)/ Akainaimmsskaa (Thunder Pipe Elder), Red Crow College, Canada**

**Ryan A. Heavy Head, M.A., Iiyaohkiimi (Beaver Bundle Transfer), Red Crow College, Canada**

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

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Friday, February 25, 2011



11:00 AM – 11:50 AM

**Papers**

***Role of Indigenous Healing Beliefs and Practices in Counseling and Psychotherapy***

**Joseph M. Cervantes, Ph.D., ABPP**, California State University, Fullerton, CA

Milbank Chapel (125 Zankel)

***Subtle and Overt Forms of Islamophobia: Microaggressions toward Muslim Americans***

365 Grace Dodge Hall

**Katie Griffin, M.A.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Kevin L. Nadal, Ph.D.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Sahran Hamit, M.A.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Yinglee Wong, M.A.**, CUNY- John Jay College of Criminal Justice, New York, NY

***(Pretty) Light Skin & Social Capital: Skin Bleaching in Jamaica***

138 Horace Mann Hall

**Petra A. Robinson**, Texas A&M University, College Station, TX

***Child's Play: Expanding Multilingual and Multimodal Literacy Practices In School***

424 Horace Mann Hall

**Lorraine Falchi, Doctoral Candidate**, Teachers College, Columbia University, New York, NY

***The Influence of Culture on the Stress and Coping Process: Indigenous Voices from Depressed International Students***

144 Horace Mann Hall

**Zehua Hahn, Ph.D.**, University of Pennsylvania, Philadelphia, PA

**Symposia**

***Speaking the Same Language as Our Immigrant Clients: Understanding the Role of Intersectionality in Immigrant Mental Health***

433 Horace Mann Hall

**Gizelle V. Carr, M.A.**, Howard University, Washington, DC

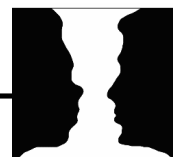
**Angela D. Ferguson, Ph.D.**, Howard University, Washington, DC

**Aviella Snitman, M.A.**, Howard University, Washington, DC

**Farrah S. Brown, M.S.**, Howard University, Washington, DC

**Ricardo Phipps, M.S.**, Howard University, Washington, DC

Friday, February 25, 2011



***A Dialogue of Resistance and Liberation: The Healing Effects of Candomblé in an Afro-Brazilian Community***

461 Grace  
Dodge Hall

**Marissa Petersen-Coleman, M.A.**, The Chicago School of Professional Psychology, Chicago, IL

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

**Samora Covington, M.A.**, The Chicago School of Professional Psychology, Chicago, IL

***Privileging Indigenous Voices in Multicultural Counselor Preparation***

541 Grace  
Dodge Hall

**Nola Butler Byrd, Ph.D.**, San Diego State University, San Diego, CA

**Maria Nieto Senour, Ph.D.**, San Diego State University, San Diego, CA

**Larry Emerson, Ph.D.**, San Diego State University, San Diego, CA

11:00 AM – 12:50 PM

**Workshops**

***Intergenerational Voices: Connecting to the Wisdom Around and Within***

449 Grace  
Dodge Hall

**Leila Durr, Ph.D.**, University of South Florida, Tampa, FL

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

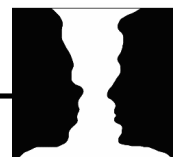
**EDUCATIONAL OBJECTIVES:**

- Explore concepts and sources of intergenerational wisdom
- Identify one to two professional/personal themes and engage in mutual sharing with others
- Learn a visualization technique to enhance personal insight
- Practice bridge-building between professionals to enhance connection and mentorship

**DESCRIPTION:**

“Knowledge speaks, but wisdom listens” (Jimi Hendrix). This workshop will provide participants an opportunity to reflect upon and tap into the intergenerational sources of wisdom we have as professionals as well as gain skills that will facilitate connecting to the wisdom within each of us. Participants will explore the concept of intergenerational wisdom as they engage in sharing and discussion on topics of professional/personal interest. Participants will also have an opportunity for self-reflection and connection with others.

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140 Horace  
Mann Hall

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***Picture A World Where All Work Matters: Starting  
Conversations With Young People About Class***

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

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

**Rashidah Bowen, M.S.**, Teachers College, Columbia  
University, New York, NY

**Kim Baranowski, Ed.M.**, Teachers College, Columbia  
University, New York, NY

**Kendall Bassard, B.A.**, Teachers College, Columbia  
University, New York, NY

**Akilah Reynolds, B.A.**, Teachers College, Columbia  
University, New York, NY

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

**Vanessa Li, B.A.**, Teachers College, Columbia University, New  
York, NY

**Ashley Colozzo, B.A.**, Teachers College, Columbia University,  
New York, NY

**Clarence Anthony, B.A.**, Teachers College, Columbia  
University, New York, NY

**Nickecia Alder, B.A.**, Teachers College, Columbia University,  
New York, NY

**Georgiana Ozer, B.A.**, Teachers College, Columbia University,  
New York, NY

**Elana Kraft, B.A.**, Teachers College, Columbia University,  
New York, NY

**EDUCATIONAL OBJECTIVES:**

Participants will have the opportunity to:

- Learn about the confluence of social class stratification and classism with psychological theory and practice
- Analyze the influence of social class issues (and myths) on the lives of American adolescents
- Dialogue and compare experiences with other practitioners and educators who would like to create class-aware interventions within their practice

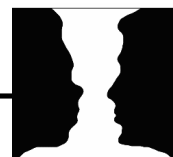
**DESCRIPTION:**

Considerations of social class often go missing from counseling psychology theory and practice, even when social justice/multiculturalism is a central focus. Given the relative unfamiliarity of social class as a construct and the lack of a shared vocabulary for class stratification, counselors and educators may be at a loss as to how to raise and address these

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**Friday, February 25, 2011**





issues, especially when they are working with youth. In this workshop, our research team will describe: 1) why class matters within multicultural psychoeducational initiatives among youth, 2) how participatory action research and other alternative paradigms challenge internalized classism, and 3) how workshop participants can create their own youth-oriented intervention paradigms and strategies that integrate these issues.

***Rice Bowl of the World: A Thematic Approach to Multicultural Education***

150 Horace  
Mann Hall

**Rachel B. Dunbar, Ph.D.**, ReDirect Consulting, Incorporated,  
Lithonia, GA

**EDUCATIONAL OBJECTIVES:**

- Provide practical tools for educators to use in the classroom
- Demonstrate how to integrate multiculturalism throughout the curriculum
- Increase educators' understanding of how to celebrate diversity in the classroom as this will help improve the learning atmosphere for students

**DESCRIPTION:**

Rice is a common denominator amongst most cultures. Throughout this workshop, participants will rotate to different content-based curriculum stations and engage in examples of actual activities that they would organize for their students using this specific element. Educators will have a firsthand look at the ways they can provide fun learning experiences for their students. For example, an Art activity would allow students to create pictures using grains of rice soaked in food coloring. Language Arts teachers would have their students write poems about foods indigenous to their native country, using various writing styles such as Haiku, limerick poems, or free verse. Workshop participants will have an opportunity to engage in both of these activities in addition to activities in Science, Social Studies and Math.

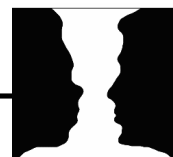
***Interactive Sociodrama: Fostering Difficult Dialogues***

152 Horace  
Mann Hall

**Karen Cone-Uemura, Ph.D.**, University of Utah, Salt Lake  
City, UT

**EDUCATIONAL OBJECTIVES:**

- Apply basic principles of sociodrama and interactive theater to promote discussion
- Gain clarity on a challenging topic
- Increase self-awareness regarding a difficult societal issue
- Appreciate others' perspectives
- Generate ideas for using this technique to foster difficult dialogs in participants' own communities.



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**DESCRIPTION:**

This experiential workshop introduces Interactive Sociodrama as a vehicle for promoting difficult dialogs. This new forum combines interactive theater and sociodrama. Participants will be an integral part of creating the experience and can take ideas from the process to facilitate difficult dialogues in their own communities and workspaces. Sociodrama focuses on a group's issues and foments change through education and action. It is spontaneous and unscripted. Interactive theater is scripted, employing trained actors. The audience asks questions which the actors answer in character. Re-enactment occurs with audience members stopping the action and stepping into the roles. Interactive Sociodrama combines the two methods. Group members, under the guidance of a trained facilitator, create an unscripted scene, followed by audience interaction. After, everyone may share their emotional responses, insights, different understandings, implications for future situations, etc.

***Cultural Competency in the Diagnostic Interview***

539 Grace  
Dodge Hall

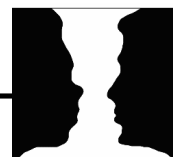
**David D. Nowell, Ph.D.**, Fairlawn Rehabilitation Hospital,  
Worcester, MA

**EDUCATIONAL OBJECTIVES:**

- Identify the key cultural intersections which are shaping us and our clients.
- Describe in behavioral terms the process of cultural competency
- Highlight the important areas of mental health practice in which culture and psychopathology overlap

**DESCRIPTION:**

The diagnostic interview is the most important tool at the disposal of the mental health clinician for the purposes of diagnostic clarification. Students in these fields are typically prepared to address the issues of cultural competency which impact the reliability and validity of psychological testing, but the nature of the interviewer-interviewee relationship is itself a nexus of important cultural variables. In this workshop, we will place the interview in historical context and evaluate its value against more "high-tech" diagnostic tools. Using lecture and small-group interaction, we will identify the important differences among consumers of mental health services as well as among providers ourselves, and describe the impact of provider/consumer sameness and difference on diagnostic accuracy. The clinical utility of DSM-IV-TR categories will be examined in light of these differences.



12:00 PM – 12:50 PM

**Papers**

***Use of Documentation with a Native American Child to Support the Construction of Tribal Identity***

**Rockey Robbins, Ph.D.**, University of Oklahoma, Norman, OK

Milbank  
Chapel (125  
Zankel Hall)

***Street Life Oriented Black Men and Fatherhood: How Fatherhood is Conceptualized by Black Men in The Streets Across Generations***

**Yasser Arafat Payne, Ph. D.**, University of Delaware, Newark, DE

138 Horace  
Mann Hall

***Rebirth of the Indigenous Spirit: Turning the World Right Side Up***

**Rose Borunda, Ph.D.**, California State University, Sacramento, CA

433 Horace  
Mann Hall

***An Indigenous Critique of Western Psychology***

**Jeff King, Ph.D.**, Western Washington University, Bellingham, WA

461 Grace  
Dodge Hall

***As-Salāmu `Alaykum: Giving Voice to the Muslim Experience in America***

**Shareefah N. Al'Uqdah, Ph.D.**, George Washington University, Washington, DC

424 Horace  
Mann Hall

***Evolving Research Approaches in Tribal Communities: Tribal Community Empowerment Training***

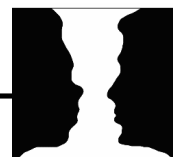
**Denise M. Casillas, M.A.**, Cheyenne River Sioux Tribe, University of South Dakota, Vermillion, SD

**Joseph Trimble, Ph.D.**, Western Washington University, Bellingham, WA

**Elizabeth Boyd, Ph.D.**, University of South Dakota, Vermillion, SD

144 Horace  
Mann Hall

Friday, February 25, 2011



## Roundtables

### ***The Role of Gendered Racial Socialization In The Sexual Decision-Making of Black Women***

365 Grace  
Dodge Hall

**Traice Webb Bradley, Ph.D.**, Southern Illinois University  
Edwardsville, Edwardsville, IL

**Danice L. Brown, Ph.D.**, Southern Illinois University  
Edwardsville, Edwardsville, IL

#### **SUB-THEMES:**

- What are researchers missing by focusing on high-risk, pathological sexual behaviors in Black women?
- What are the positive messages that Black women receive about their bodies and sexuality?
- Is it possible to measure and understand that covert messages that Black women receive about their bodies and sexuality?
- What influence do Black fathers have on the sexual behaviors and decisions made by Black women?

### ***Indigenous Ways of Knowing Informing Counseling Psychology: Congruency in Theory, Research, and Practice***

541 Grace  
Dodge Hall

**Anita Mihecoby, M.A.**, New Mexico State University, Las Cruces, NM

**Lisa Grayshield, Ph.D.**, New Mexico State University, Las Cruces, NM

**Richard C. Zamora, M.S.**, New Mexico State University, Las Cruces, NM

#### **SUB-THEMES:**

- Theory
- Research
- Practice

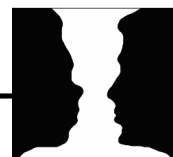
1:00 PM – 2:00 PM

### ***LUNCH***

On campus dining services are offered by CulinArt in the Grace Dodge Dining Hall which is located on the ground level of Grace Dodge Hall. There is a variety of offerings including a Fresh Made to Order Salad Bar, NY Style Deli, Daily Soups, Cooked to Order Grill, Hot Entrees & Brick Oven Pizza. Wide selections of Vegetarian Options are also available. Lunch is served from 11:30am – 2:30pm.

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

Friday, February 25, 2011



**1:00 PM– 2:30 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:

*Asian American Journal of Psychology*  
*Cultural Diversity and Ethnic Minority Psychology*  
*Journal of Black Psychology*  
*Journal of Counseling Psychology*  
*Journal of Multicultural Counseling and Development*  
*Journal of Negro Education*  
*The Counseling Psychologist*

Private  
Dining Room  
(Ground  
Floor of  
Grace Dodge  
Hall)

**1:00 PM – 2:50PM**

**Workshop**

***Postcards From The Edge: Teaching Cultural Competence in A Tea Party World***

150 Horace  
Mann Hall

**Beverly Greene, Ph.D., ABPP**, St John's University, Jamaica, NY

**Nancy Boyd Franklin, Ph.D.**, Rutgers University, New Brunswick, NJ

**Anderson Franklin, Ph.D.**, Boston College, Chestnut Hill, MA

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

**Louise B. Silverstein, Ph.D.**, Yeshiva University, Bronx, NY

**Frances K. Trotman, Ph.D.**, Monmouth University, Monmouth, NJ

**Scyatta Wallace, Ph.D.**, St John's University, Jamaica, NY

**Cheryl T. Sard, Ph.D.**, Seton Hall University, South Orange, NJ

**EDUCATIONAL OBJECTIVES:**

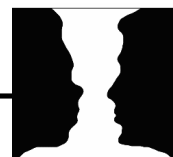
Participants will enhance skills needed to design and implement curricula on cultural diversity that include:

- Clarifying course content and scope
- Contextualizing course content in an appropriate sociopolitical context that includes attention to social privilege, disadvantage and the role of those phenomena in the delivery of psychological services.
- Becoming familiar with process issues associated with implementing courses that include developing a variety of methods for managing varied forms of resistance to the material.

**DESCRIPTION:**

Presenters will discuss the diverse components necessary for

**Friday, February 25, 2011**



training clinicians to be competent in the delivery of psychological services to members of culturally diverse groups, particularly marginalized group members. Particular emphasis will be placed on identifying and developing strategies for managing the resistance routinely encountered in these courses, particularly when taught by early career instructors.

2:00 PM – 2:50 PM

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

Milbank  
Chapel (125  
Zankel)

***Mentoring Ethnic Minority Students to Succeed in a  
White Graduate Program: Don't Get Bucked Off!***

Carolyn G. Barcus, Ed.D., Utah State University, Logan, UT

**Papers**

***The Experience of Colorism Among Urban African  
American Women***

365 Grace  
Dodge Hall

Kathleen Schmid Koltko-Rivera, B.S., Fordham University,  
New York, NY

***An Episode in Monacan DNA***

152 Horace  
Mann Hall

Santina Knight, M.Ed., Lynchburg College, Lynchburg, VA

***Spiritual Capital in Immigrant Communities:  
Developmental Effect of Faith Traditions and  
Religious Engagement on Children in Immigrant  
Families***

461 Grace  
Dodge Hall

Soojin Susan Oh, M.Ed., Harvard University, Cambridge, MA

Hiro Yoshikawa, Ph.D., Harvard University, Cambridge, MA

**Symposia**

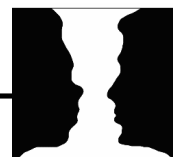
***Gender Microaggression Scale (GMAS): Initial Scale  
Construction and Principal Components Analysis***

140 Horace  
Mann Hall

Gina C. Torino, Ph.D., SUNY Empire State College, Staten  
Island, NY

Christina M. Capodilupo, Ph.D., University of Hartford, West  
Hartford, CT

Friday, February 25, 2011



***Colombian Indigenous Traditions and Wisdom: Our Journeys of Discovery and Connection***

138 Horace Mann Hall

**Susana Matallana, Doctoral Candidate**, Rutgers University, Newark, NJ

**Pilar Hernandez-Wolfe, Ph.D.**, Johns Hopkins University, Baltimore, MD

**Fabio Ramirez, M.D.**, Universidad de Antioquia, Columbia

***Exploring Respectful Approaches to Anthropological Studies in Preschool***

433 Horace Mann Hall

**Elizabeth Carlson, M.A.**, Teachers College, Columbia University, New York, NY

***The Consequences of Colorism: Giving Voice to the Transgenerational Trauma as a Means of Unifying Indigenous and African American Populations***

144 Horace Mann Hall

**Zoeann Finzi-Smith, M.S.**, Howard University, Washington, DC

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

**Courtney Hives, M.S.**, Howard University, Washington, DC

**Candice Crowell, M.S.**, Howard University, Washington, DC

**Roundtables**

***The Contemporary Native American Experience of Microaggressions***

449 Grace Dodge Hall

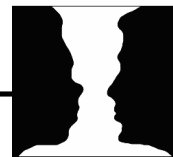
**Julie Dorton Clark, Ph.D.**, Oklahoma State University, Stillwater, OK

**Rockey Robbins, Ph.D.**, University of Oklahoma, Norman, OK

**SUB-THEMES:**

Contemporary forms of microaggressions towards Native American adults which describe:

- Historical trauma experiences as invalid
- Invisibility to others
- Being undeserving of a voice and/or opportunity
- Being prone to alcoholism



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***When Racism Finds Its Way Into Our Innermost Selves: Our Intrapsychic Struggles***

424 Horace  
Mann Hall

**Rebecca Rangel, M.A., ATR-BC**, Teachers College, Columbia University, New York, NY

**SUB-THEMES:**

- Discrimination, racism
- Internalized oppression
- Coping strategies
- Racial identity

***What Does It Mean To Be Asian Indian?***

539 Grace  
Dodge Hall

**Vasudev Dixit, M.A.**, Seton Hall University, South Orange, NJ

**Nita Makhija, Ed.M.**, Seton Hall University, South Orange, NJ

**SUB-THEMES:**

- Who is Indian?
- Ethnic identification across life stages
- The effect of ethnic identity on our professional work

***Emerging South East Asian Refugees' Grandchildren: Their Destiny? Our Readiness?***

541 Grace  
Dodge Hall

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

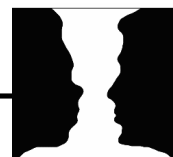
**Takako Suzuki, Ph.D.**, Philadelphia College of Osteopathic Medicine, Philadelphia, PA

**Narrimone V. Thammavongsa, Ed.S., NCSP**, School District of Philadelphia, Philadelphia, PA

**SUB-THEMES:**

- Cross-generational refugee familial dynamics: facilitating intergenerational understanding through stories and cases; considering possibilities
- Tracking the "Grandchild Refugee Generation"; Sharing suggestions for researching and anticipating the new generation's capacity for self-sufficiency and needs for support
- Educational and social/health systems' policies and practices: How may we and our institutions enhance this Grandchild generation's capacity development and citizenship?





**3:00PM – 4:50PM**

**Youth Plenary  
Session**

**PERFORMERS:**

**Red Eagle**

**Ra Ruiz**

Cowin  
Auditorium  
(147 Horace  
Mann)

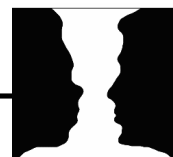
**FACILITATOR:**

**Marc Lamont Hill, Ph.D.,** Teachers College, Columbia  
University, New York, NY

***Audience Participation***

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**Friday, February 25, 2011**



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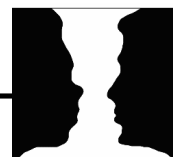
Saturday, February 26, 2011

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

<b>9:00 AM – 10:00 AM</b>	<b>Registration &amp; Refreshments</b>	179 Grace Dodge Hall
<b>9:00 AM – 5:00 PM</b>	<b>Book Fair</b>  Please visit the <b>Book Fair</b> 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.	177 Grace Dodge Hall
<b>10:00 AM – 12:15 PM</b>	<b>Introductory Welcome/ Comments</b>  <b>Marie L. Miville, Ph.D.</b> , Teachers College, Columbia University, New York, NY	Cowin Auditorium (147 Horace Mann)
<b>Plenary Session</b>	<b>Session Introduction</b>  <b>Joseph G. Ponterotto, Ph.D.</b> , Fordham University, New York, NY  <b>Indigenous Voices: Witnessing the Wisdom of our “Elders”</b>  <b>Jean Lau Chin, Ed.D., ABPP</b> , Adelphi University, Garden City, NY  <b>Teresa LaFromboise, Ph.D.</b> , Stanford University, Stanford, CA  <b>Thomas A. Parham, Ph.D.</b> , University of California - Irvine, Irvine, CA  <b>Joseph Trimble, Ph.D.</b> , Western Washington University, Bellingham, WA  <b>Melba J.T. Vasquez, Ph.D., ABPP</b> , Anderson House at Heritage Square, Austin, TX  <b>FACILITATOR:</b>  <b>Joseph G. Ponterotto, Ph.D.</b> , Fordham University, New York, NY  <b>Audience Questions &amp; Interaction</b>	
<b>12:30 PM – 1:30 PM</b>	<b>LUNCH</b>  Restaurant suggestions are available in your packet. Participants are encouraged to use this time for informal Roundtable discussions among peers.	

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Saturday, February 26, 2011



12:30 PM – 2:00 PM

***Pathways to Practice***

Join an informal luncheon, co-facilitated by Nancy Boyd-Franklin, Ph.D., Jacque Gray, Ph.D., and Eduardo Morales, Ph.D. to discuss strategies for establishing culturally competent practice.

Private Dining  
Room (Ground  
Floor of Grace  
Dodge Hall)

1:30 PM – 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, 30 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.

***Religiosity, Coping, and Psychological Well-Being among LDS Polynesians in the U.S.***

G.E. Kawika Allen, M.S., University of Missouri,  
Columbia, MO

***“Very Important to Who I Am”: Self-Identification, Misperceived Race by Others and Multidimensional Acculturation Across Generations in Racially and Ethnically Diverse Parents and Preschoolers***

Hillary Hurst, B.A., University of Massachusetts Boston,  
Boston, MA

Elyse Smith, University of Massachusetts Boston,  
Boston, MA

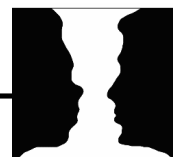
Maureen Pontes, University of Massachusetts Boston,  
Boston, MA

Abbey Eisenhower, Ph.D., University of Massachusetts  
Boston, Boston, MA

***Ask Your Father and He Will Inform You, Your Elders and They Will Tell You: Attachment and Religious Conversion Among Orthodox Jews***

Steven Pirutinsky, Teachers College, Columbia  
University, New York, NY

Saturday, February 26, 2011



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**Student Scholarship Poster Session (continued)**

***Navigating the Charter School Experience:  
Examining the Marginalized Voice from the  
Inside***

**Dawn Henderson, M.Ed.**, North Carolina State  
University, Raleigh, NC

***Methodological Methods in Understanding  
Racial Identity Profiles in Asian Americans***

**Fanny Ng, B.A.**, University of Massachusetts Boston,  
Boston, MA

**Shruti Mukkamala, M.A.**, University of Massachusetts  
Boston, Boston, MA

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

***"Yes, We're Here": Perspectives of Latinas in  
Engineering***

**Rosa M. Banda, Doctoral Candidate**, Texas A & M  
University, College Station, TX

**Alonzo M. Flowers, Doctoral Candidate**, Texas A & M  
University, College Station, TX

**David Byrd, Doctoral Candidate**, Texas A & M  
University, College Station, TX

***International Black Communities: Conceptual  
and Methodological Considerations***

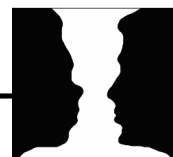
**Rebecca R. Hubbard, M.S.**, Virginia Commonwealth  
University, Richmond, VA

**Nicole Fischer, M.S.**, Virginia Commonwealth  
University, Richmond, VA

***Native American Women with Depression: The  
Role of Familial Relationships***

**Arpita Ghosh, M.A.**, University of Wisconsin-  
Milwaukee, Milwaukee, WI

**Azara Santiago-Rivera, Ph.D.**, University of Wisconsin-  
Milwaukee, Milwaukee, WI



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**Student Scholarship Poster Session (continued)**

***Phenomenological Perspectives on Pakistani  
Displacement-related Stress and Healing:  
Implications for Evidence-based Therapies***

**Sujata R. Swaroop, M.A.**, The Chicago School of  
Professional Psychology, Chicago, IL

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

***An Exploratory Study of Ethnic Group  
Identification Amongst Asians, Blacks, and  
Latinos, and Implications for Inter-Minority  
Relations***

**Manisha Gupta, B.S., B.A.**, University of Massachusetts  
at Amherst, Amherst, MA

**Brian Lickel, Ph.D.**, University of Massachusetts at  
Amherst, Amherst, MA

***Students' Perceptions of the Creative Climate of  
a College Class***

**Yu-Hui Chang, Ed.M.**, National Chengchi University,  
Taiwan

**Huang-Yao Hong, Ed.D.**, National Chengchi University,  
Taiwan

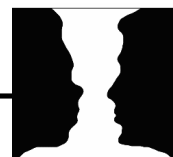
**Karen Guo, Ed.M.**, Teachers College, Columbia  
University, New York, NY

***Influence of Religion and Culture on Vietnamese  
American Vocational Identity***

**Michael B. Cao, M.A.**, Azusa Pacific University, Azusa,  
CA

***Amplifying the Voice of Impoverished African  
American Adolescents Through the Use of  
"Photovoice"***

**Dana (Baynard) Harley, M.S.W.**, Ohio State University,  
Columbus, OH



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**Student Scholarship Poster Session (continued)**

***Behind the Hidden Voices: Intra-Ethnic Asian American Mental Health Issues***

**Zhen Cheng**, Northwestern University, Evanston, IL

**Celine Woznica, DrPH**, Asian Health Coalition of Illinois, Chicago, IL

**Cheryl Judice, Ph.D.**, Northwestern University, Evanston, IL

***Using a Quantitative Measure to Examine Racial Microaggressions***

**Yinglee Wong, M.A.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Kevin L. Nadal, Ph.D.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Sahran Hamit, M.A.**, CUNY- John Jay College of Criminal Justice, New York, NY

**Morgan Ramus, B.A.**, Teachers College, Columbia University, New York, NY

***Using the Wisdom of Our Elders: Adapting Alaska Native Ways of Being to Construct a Pathway to the Future***

**Ashley Woods B.A.**, University of Alaska Fairbanks/Anchorage, Fairbanks, AK

**Keri Boyd B.S.**, University of Alaska Fairbanks/Anchorage, Fairbanks, AK

**Jordan Lewis, Ph.D.**, University of Alaska Fairbanks/Anchorage, Fairbanks, AK

***Exploring the Process of Multicultural Competence and Training of Counselor Trainees of Color***

**Jaya T. Mathew, Ph.D., L.M.S.W.**, Fordham University, New York, NY

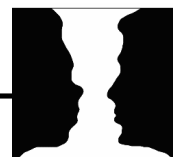
**Margo A. Jackson, Ph.D.**, Fordham University, New York, NY

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

**Akane Zusho, Ph.D.**, Fordham University, New York, NY

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**Student Scholarship Poster Session (continued)**

***Sundown Towns: Exploring Neighborhood Effects on White College Students' Racial Privilege Attitudes***

**Michelle Flores, M.A.**, University of Illinois at Urbana-Champaign, Champaign, IL

**Helen Neville, Ph.D.**, University of Illinois at Urbana-Champaign, Champaign, IL

***The Impact of Mood on Explicit Stereotyping of Asian Americans***

**John A. DeBerry**, The College of New Jersey, Ewing, NJ

**Chu Kim-Prieto, Ph.D.**, The College of New Jersey, Ewing, NJ

**Kristina Saccomondo**, The College of New Jersey, Ewing, NJ

***Culturally Compatible Psychoeducation: Improving Attitudes Toward Help Seeking in Mexican American Undergraduates***

**Fabian Aguirre, M.A.**, University of Texas at Austin, Austin, TX

**Melissa Flores, B.A.**, University of Texas at Austin, Austin, TX

**Nanci Argueta, M.A.**, University of Texas at Austin, Austin, TX

**Rebecca Bigler, Ph.D.**, University of Texas at Austin, Austin, TX

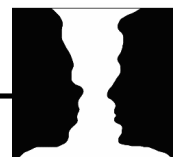
***Associations among Depression, Physical Functioning, and Pain in Culturally Diverse Adults with Type 2 Diabetes***

**Jessica A. Collins, B.S.**, University of Florida, Gainesville, FL

**Manuel T. Lopez, B.S., B.A.**, University of Florida, Gainesville, FL

**Carolyn M. Tucker, Ph.D.**, University of Florida, Gainesville, FL

**April Wu**, University of Florida, Gainesville, FL



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**Student Scholarship Poster Session (continued)**

***The Relationship of Religious Engagement to  
Ethnic Identity Among African American  
Undergraduate Students***

**Andrea C. Holman, B.A.**, University of Texas at Austin,  
Austin, TX

**Olufunke R. Awosogba, B.A.**, University of Texas at  
Austin, Austin, TX

**Bianca J. Jones, B.A.**, University of Texas at Austin,  
Austin, TX

**Collette Chapman-Hilliard, M.A.**, University of Texas  
at Austin, Austin, TX

***Acculturation and Mental Health among Asian  
Indians in America***

**Vasudev N. Dixit, M.A.**, Seton Hall University, South  
Orange, NJ

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

***Latina/o Food Industry Employees: Barriers,  
Facilitators, Motivators, Training Preferences  
and Perceptions of Work***

**Marlen Kanagui-Muñoz, M.Ed.**, University of Missouri,  
Columbia, MO

**Patton Garriott, M.S.**, University of Missouri,  
Columbia, MO

**Lisa Flores, Ph.D.**, University of Missouri, Columbia,  
MO

**Seonghee Cho, Ph.D.**, University of Missouri, Columbia,  
MO

***Indigenous Labels and Internalized Stigma in a  
Chinese-American Population***

**Benjamin Trachik, M.A.**, Teachers College, Columbia  
University, New York, NY

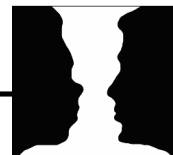
**Jiao Lee, M.M.**, Teachers College, Columbia University,  
New York, NY

**Kristy Nguyen, B.A.**, Teachers College, Columbia  
University, New York, NY

**Meredith Chapman, M.A.**, Teachers College, Columbia  
University, New York, NY

**Saturday, February 26, 2011**





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**Student Scholarship Poster Session (continued)**

***Drug and Alcohol Prevention Model for  
American Indian Adolescents and Their Parents***

**Shannon Hackett, M.A.**, University of Oklahoma,  
Norman, OK

**Casey Beveridge, B.A.**, University of Oklahoma,  
Norman, OK

**Heather Puckett, B.A.**, University of Oklahoma,  
Norman, OK

**Jermaine Peterson, B.A.**, University of Oklahoma,  
Norman, OK

***Female in the Military: A Case Study of Betrayal  
and Identity Negotiation***

**Luana Bessa, B.A.**, University of Texas at Austin,  
Austin, TX

**Annie Farmer, B.A.**, University of Texas at Austin,  
Austin, TX

***Native American Family Resiliency***

**Scott Drabenstot, M.S.**, University of Oklahoma,  
Norman, OK

**Alicia Hernandez, B.A.**, University of Oklahoma,  
Norman, OK

**Lindsey Wimer, B.A.**, University of Oklahoma, Norman,  
OK

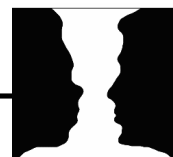
**Rockey R. Robbins, Ph.D.**, University of Oklahoma,  
Norman, OK

***South Asian American Teachers in the United  
States***

**Amita Roy Shah, Ed.D.**, Teachers College, Columbia  
University, New York, NY

***Attitudes Towards Affirmative Action: The Roles  
of Cultural Orientation and Racial Attitudes***

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



2:00 PM – 2:50 PM

**Papers**

***Native Implosion of a Racial/Cultural Identity Development Model***

**Jill S. Hill, Ph.D.**, Teachers College, Columbia University, New York, NY

**Rockey R. Robbins, Ph.D.**, University of Oklahoma, Norman, OK

Milbank Chapel (125 Zankel)

***Blakfellas: Racial Identities Among Indigenous Australians***

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

279 Grace Dodge Hall

***Amplifying the Indigenous Voices of Contemporary Black Principals to Understand Their Sense-Making of a Professional Identity***

**Kecia Hayes, Ph.D.**, Montclair State University, Montclair, NJ

535 Grace Dodge Hall

***Identity Formation of Psychotherapists in Training: A Dialectical and Contextual Process***

**Liat Tsuman-Caspi, M.Sc., M.Phil.**, Teachers College, Columbia University, New York, NY

461 Grace Dodge Hall

**Symposia**

***Voices from the Past: Invoking the Wisdom of our Ancestors to Aid Our Professional Journeys***

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

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

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

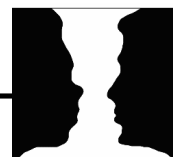
**Hal Stevens, Psy.D.**, Clemson University, Clemson, SC

**Kathleen Phelan, M.R.C.**, Texas Tech University, Lubbock, TX

**Tracie Moore, Ph.D.**, Arkansas Baptist College, Little Rock, AR

457 Grace Dodge Hall

Saturday, February 26, 2011



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***The Experience of Racial Difference in Families  
Among Adults of Color Who Were Adopted by  
White Parents***

465 Grace  
Dodge Hall

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

**Alizah Allen, Ed.M.**, New York, NY

**Akilah Reynolds, B.A.**, Teachers College, Columbia  
University, New York, NY

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

**Roundtables**

***Gifted African American Male Student Athletes***

541 Grace  
Dodge Hall

**Lonnie Booker, Jr., M.S.**, Texas A&M University,  
College Station, TX

**MonShonda Gipson, M.S.**, Texas A&M University,  
College Station, TX

**SUB-THEMES:**

- Giftedness
- Black identity development
- African American male athletes

***Counseling Indigenous Adolescents: A Journey  
of Transformation***

140 Horace  
Mann Hall

**Patricia Isaac, Ph.D.**, SUNY Empire State College,  
Saratoga Springs, NY

**2:00 PM – 3:50 PM**

**Workshops**

***Making Medicine, Our Creator's Way***

138 Horace  
Mann Hall

**Art Martinez, Ph.D.**, University of California, Merced,  
Merced, CA

**Delores Subio-Bigfoot, Ph.D.**, University of Oklahoma,  
Norman, OK

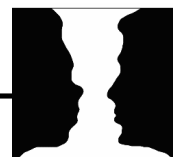
**EDUCATIONAL OBJECTIVES:**

- Expand on Native concepts, care and practices in  
therapeutic work or in cooperation with allied  
traditional helpers.
- Discussion will develop and expand on the benefits of  
each, the role of the practitioner as helper and the  
spiritual/ cultural foundation of each

**DESCRIPTION:**

- Concepts of "Making Medicine" - In our healing as

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Natives, we struggle to find a way that many of us feel lost from. We recognize that our struggles in life come from an unwillingness to embrace the simple gifts of the creator and to dance with creation rather than against. In this manner, the creator's healing is said to be a sacred gift which we come to understand daily.

We also acknowledge that there are other ways that are not of the creator, which are ways that we don't have use for as we will never understand that way.

- Humbling ourselves in the creator's way - As we approach our spiritual health or healing, we must approach the sacred work in a humble and healing manner. For many of our people, this may be the only true way in which to evoke healing from within and integrate healing from beyond ourselves.
- The songs - While receiving spiritual healing from creator and creation, several humble medicines are used. We connect to that creation and to the other side through use of sacred songs, medicine that can carry our prayers to the spirit world. In our ceremonies all the parts of the creation are represented and utilized.
- Talking circles - An expansion of our time honored manner of community voicing before the creator. We ask the creator to make something good of our plaguing worries and spiritual pain that it might help someone, somewhere. In this manner we let go and we give strength as a community or a circle of relatives. Our prayers are for one another just as they are for us.

***P.R.I.D.E. (Promoting Resilience and Identity Development through Empowerment) in Manhood***

281 Grace  
Dodge Hall

**Rabiatu Barrie, M.A.,** Loyola University, Chicago, IL

**Amber Hewitt, M.A.,** Loyola University, Chicago, IL

**Kia-Rai Prewitt, M.A.,** Loyola University, Chicago, IL

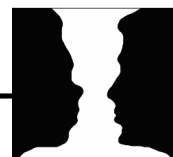
**Toussaint Whetstone, M.A.,** Loyola University,  
Chicago, IL

**Gihane Jeremie-Brink, M.A.,** Loyola University,  
Chicago, IL

**EDUCATIONAL OBJECTIVES:**

- Explore historical stereotypical images of African American men.
- Participants will engage in dialogue about African American men and their gendered-racial socialization and experiences of racism.
- Facilitators will discuss implications of critical consciousness and empowerment.
- Learn administration of PRIDE curriculum
- Learn culturally relevant strategies for working with African American young men

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**DESCRIPTION:**

The workshop consists of seven modules each focusing on a particular stereotype associated with African American men (Brute, Sambo, Coon, Hustler/Baller, Gangster, Athlete, and Player of Women), guided by one of the seven African centered principles outlined in Kwanzaa (Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Kuumba, and Imani) . We would like to teach this curriculum to other clinicians working with African American young men. Participants will be provided with the PRIDE curriculum workbook. We will go through each module and talk about the historical relevance to the current status of African American young men. We will also discuss implications and the practical uses for this curriculum. We believe that it is important to present additional methods for prevention and intervention programming with African American young people.

***Building for Eternity: Conceptual Pillars That Drive Contemporary Service Delivery in African American Psychology***

150 Horace  
Mann Hall

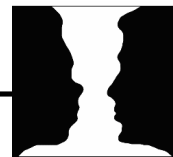
**Thomas A. Parham, Ph.D.**, University of California,  
Irvine, Irvine, CA

**EDUCATIONAL OBJECTIVES:**

- Challenge biases and assumptions participants bring with them into therapeutic spaces
- Acquaint them with specific knowledge and information that is necessary to effectively intervene with the African American population.
- Enhance the repertoire of skills therapists and clinicians bring with them into healing spaces.

**DESCRIPTION:**

The challenge of providing culturally appropriate mental health interventions become even more pronounced if practitioners have not acquired sufficient levels of cultural proficiency. This workshop is designed to provide participants with an understanding of the conceptual pillars that support their work in conceptualizing, assessing and treating the mental health needs of African American clients.



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***Teens Talk Racial Privilege: A Curriculum to Enhance Conversations About White Privilege and Its Impact on Teens of All Racial and Ethnic Groups***

363 Grace  
Dodge Hall

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

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

**Mariama Richards**, Georgetown Day School,  
Washington, DC

**Tiffany Taylor Smith, M.S.Ed.**, Kean University, Union,  
NJ & TR Taylor Consulting, Cranford, NJ

**EDUCATIONAL OBJECTIVES:**

- Offer a curriculum and film for schools and community organizations designed to facilitate conversations about white privilege and its impact on teens of all racial and ethnic groups.
- Presentation of current best practices and experiential exercises which will be utilized to increase understanding and guide strategic reapplications.

**DESCRIPTION:**

This 2-hour workshop will offer a curriculum for schools and community organizations designed to facilitate conversations about white privilege and its impact on teens of all racial and ethnic groups. We will discuss the importance of talking with young people about white privilege. The presenters will demonstrate using a teen film on white privilege and curriculum to create a space for teens to discuss and critically analyze the influence of race in our society and how it impacts them personally. Experiential exercises and small group discussion will be utilized to allow participants to deepen their understanding, share experiences and explore reapplication in their learning environment. Participants will be challenged to define their awareness of white privilege and how they might move the conversation forward.

***The Token Game: Developing Awareness of Power in Social Systems***

449 Grace  
Dodge Hall

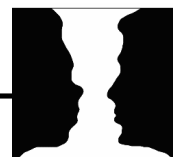
**Gargi Roysircar, Ph.D.**, Antioch University, New  
England, Keene, NH

**Jennifer Mayo, B.A.**, Antioch University, New England,  
Keene, NH

**Vincent Pignatiello, M.S.**, Antioch University, New  
England, Keene, NH

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**Margaret Podkova, M.A.**, Antioch University, New England, Keene, NH

**Jessica Mayo, B.A.**, Antioch University, New England, Keene, NH

**Nicole Pak, M.A.**, Antioch University, New England, Keene, NH

**Keri Petrone, B.A.**, Antioch University, New England, Keene, NH

**Allyssa Lanza, B.A.**, Antioch University, New England, Keene, NH

**EDUCATIONAL OBJECTIVES:**

- Increase awareness of power and the choices that privileged people have - Students will take away from the game insights into their own power-influenced thoughts and actions.
- Experiences related to obtaining or losing power – Students will analyze strategies for obtaining power or expressing desperation at not having power.
- Relate the token game to key concepts and real life examples - The game will generate an understanding that the dynamics of power and privilege regularly occur in society instead of being isolated or circumstantial.

**DESCRIPTION:**

Students must learn to understand privilege and the special rights, benefits, or advantages some people receive simply by having membership in a certain racial, social, or gender group and its relationship to power and oppression. *The Token Game* incorporates several concepts related to the systemic bases of individual and group interactions in an effort to provide students a chance to experience and observe pervasive forces in a safe, structured learning environment. *The Token Game* creates a social microcosm focused on power and the experience of low access for those who do not have power. *The Token Game* allows a simulation that brings out dynamics of oppression, allows for a contained personal and group involvement, and includes the appropriate level of safety for students to make sense of experiences of power.

***Multisystemic Structural Model for Therapists Working with Marginalized Families***

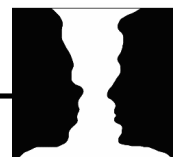
152 Horace Mann Hall

**David E. Greenan, Ed.D.**, Teachers College, Columbia University, New York, NY

**Elizabeth Hernandez, M.S.**, Teachers College, Columbia University, New York, NY

**Ashley B. Bullock, M.A.**, Teachers College, Columbia

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University, New York, NY

**Debaki Chakrabarti, M.S.,** Teachers College, Columbia University, New York, NY

**Nicole Yoskowitz, M.A.,** Teachers College, Columbia University, New York, NY

**Erica Roizen, M.S., M.Phil.,** Teachers College, Columbia University, New York, NY

**Monica Brooker, M.S.,** Teachers College, Columbia University, New York, NY

**EDUCATIONAL OBJECTIVES:**

- To understand the basic philosophy of the multisystemic model
- To understand the phases of Structural Family Therapy
- To understand the idiosyncrasies of working with marginalized families.

**DESCRIPTION:**

This workshop describes the collaborative work of doctoral trainees enrolled in an advanced family therapy practicum course under the supervision of Dr. David Greenan. At the Dean Hope Center for Educational and Psychological Services, trainees work as a team with couples and families. Presenters will utilize live recorded sessions to highlight the application of a multisystemic structural model for family therapists working with marginalized populations. Specifically, the workshop will explore structural techniques designed to activate dormant strengths rather than participate in the unintended disempowerment of families by social service agencies.

**3:30 PM – 4:20 PM**

**Papers**

***Latinos In Grief: Cultural Considerations in Psychotherapy***

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

Milbank Chapel (125 Zankel)

***In a Sacred Way: Menominee Perspectives on Commercial and Ceremonial Tobacco Use***

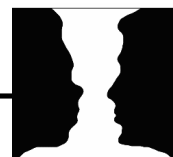
**Leah M. Rouse Arndt, Ph.D.,** University of Wisconsin-Milwaukee, Milwaukee, WI

**Jodi Fossum, B.A.,** Menominee Nation Tribal Clinic, Keshena, WI

279 Grace Dodge Hall

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***Beyond the Chief? Documenting Weblog Expressions of Racial Microaggressions that Target American Indians***

140 Horace  
Mann Hall

**Lisa B. Spanierman, Ph.D.**, McGill University, Quebec, Canada

**Tamilia D. Reed, M.S.**, University of Illinois at Urbana-Champaign, Champaign, IL

**D. Anthony Clark, Ph.D.**, University of Illinois at Urbana-Champaign, Champaign, IL

**Jason R. Soble, M.S.**, University of Illinois at Urbana-Champaign, Champaign, IL

***Conversations of Gratitude: Using Personal Narratives to Empower HIV+ Peer Educators***

461 Grace  
Dodge Hall

**Lesley Rennis, M.P.H., Ed.D.**, Borough of Manhattan Community College, New York, NY

**Linda H. Scruggs, M.H.S.**, AIDS Alliance for Children, Youth and Families, Washington, DC

**Symposium**

***Caged Phoenixes: Young Female Chinese Americans in New York City***

457 Grace  
Dodge Hall

**Uwe P. Gielen, Ph.D.**, St. Francis College, Brooklyn Heights, NY

**Ting Lei, Ph.D.**, Borough of Manhattan Community College & Teachers College, Columbia University, New York, NY

**Jonathan Palumbo, B.A.**, St. Francis College, Brooklyn Heights, NY

**Roundtables**

***Taking the Couch on the Road: Providing Multicultural Outreach and Community Interventions to a Diverse University Community***

541 Grace  
Dodge Hall

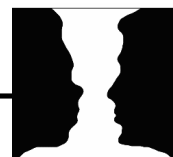
**Sudha M. Wadhvani, Psy.D.**, Montclair State University, Montclair, NJ

**SUB-THEMES:**

- Multicultural competence
- College students
- Multicultural outreach
- Underserved populations

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***Weaving Women's Voices: Contemporary Narratives in the Lived Female Experience***

465 Grace  
Dodge Hall

**Mili Anne Thomas, B.A.**, Teachers College, Columbia University, New York, NY

**Aurelie Athan, M.A.**, Teachers College, Columbia University, New York, NY

**Eleni Voursoura, M.A.**, Teachers College, Columbia University, New York, NY

**Alisha Ali, Ph.D.**, New York University, New York, NY

**SUB-THEMES:**

- The distinct culture of women
- A waxing and waning movement
- Voicing, transmitting and carrying on the tradition

***LITTLE BIG PLANET as a Pedagogical Playground: Virtual Gaming Intersects 21st Century Literacy and NJ Core Curriculum***

535 Grace  
Dodge Hall

**Laquana Cooke, M.A.**, New York University, New York, NY

**SUB-THEMES:**

- Problematics of quasi-ethnography research in virtual environments.
- Collective Intelligence, affinity spaces, and identity formation; how does each situate the teacher?
- Mirroring 21st Century Skills (e.g. innovation, collaboration, problem solving) developed in gaming environments in classrooms and how this changes assessing and debriefing
- Possible “participation gaps” as boundaries of 21st Century Learning Skills in urban communities.

**3:30 PM – 4:20 PM**

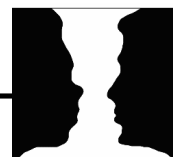
***Roundtable Reflections***

Private Dining  
Room (Ground  
Floor of Grace  
Dodge Hall)

Started in March of 2010 following the Winter Roundtable Conference all 1st year Psychological Counseling Ed.M. students at Teachers College, Columbia University are required to attend. Though a wonderful experience, the Winter Roundtable Conference also provoked very strong emotional reactions based on the diverse presentations. We realized that there was no opportunity for students to process the events of this exciting yet intense professional conference and felt a strong need to create a space where students and continuing education professionals could freely and authentically discuss on a deeper and more personal level what we experience throughout the conference and after. In this roundtable discussion we hope to create a space to

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have those sometimes difficult but necessary conversations with our peers that will contribute to our personal and professional development. Open to all, please join *our* conversation.

**FACILITATORS:**

**Nii Ato Bentsi-Enchill, M.A.**, Teachers College,  
Columbia University, New York, NY

**Jovanny Suriel, M.A.**, Teachers College, Columbia  
University, New York, NY

**4:45 PM – 5:30 PM**

***THE 8<sup>TH</sup> ANNUAL SOCIAL JUSTICE ACTION  
AWARD ADDRESS***

***The Future of Social Justice In Psychology:  
Recollections and Social-Historical Contexts***

**Bertha G. Holliday, Ph.D.**, Bertha G. Holliday Ph.D. &  
Associates, Washington, DC

Cowin  
Auditorium  
(147 Horace  
Mann)

**5:30 PM – 6:00 PM**

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

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

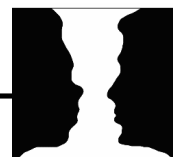
Cowin  
Auditorium  
(147 Horace  
Mann)

**6:00 PM – 7:15 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)

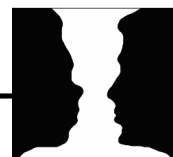


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## The 8th Annual Social Justice Action Award

**Bertha G. Holliday, Ph.D.** is this year's recipient of the Social Justice Action Award. She is a Community Psychologist educated in the public schools of Kansas City, MO, and at University of Chicago (B.A.), Harvard University (Ed.M.) and University of Texas-Austin (Ph.D.). She also engaged in postdoctoral studies at the Center for Advanced Study in the Behavioral Sciences (Stanford University) and Cornell University, and served as a SRCD Congressional Fellow with the U.S. Senate Democratic Policy Committee. Her career as a researcher, teacher, evaluator and administrator has involved varied sectors including academia (Vanderbilt University), government (Kansas City Urban Affairs Department and DC Department of Mental Health) and nonprofits (Cities in Schools, Inc.). She recently retired from the American Psychological Association (APA) where she served for 16 years as Senior Director of Ethnic Minority Affairs (OEMA). In this role she staffed APA's Commission on Ethnic Minority Recruitment, Retention and Training in Psychology and its CEMRRAT Grants Fund, and organized and staffed APA's delegation to the 2001 UN World Conference Against Racism, in Durban, South Africa, whose Final Report resulted in 4 APA resolutions (policies) related to racism, anti-Semitism, religious tolerance, prejudice, stereotypes and discrimination. As Senior Director, Bertha also fostered the establishment of the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests; secured \$4 million in federal grants to support the APA/NIGMS Project, which over a 14 year period provided intensive biomedical research mentorship and support services to more than 650 students of color at 14 institutions; secured more than \$1million in federal contracts for efforts related to school violence prevention, ethnic minority training, and integration of primary care and mental health services; and edited the semi-annual *OEMA Communique Newsjournal*. Bertha is the author of more than 65 published articles, book chapters and technical reports on such topics as African American family and child socialization, research instrument development, school mental health, cultural competence in and effectiveness of mental health services and systems, and the history of ethnic minority psychology. She actively participates in numerous psychological and community organizations and recently secured grant funding for her civic association's conduct of leadership summits and conflict resolution/mediation in her gentrifying neighborhood in Washington, DC. Bertha is the recipient of numerous awards from psychological and community organizations. Her hobbies include cooking, gardening, collecting African American art, and reading. She recently established *Bertha G. Holliday, PhD & Associates, LLC* – an independent consulting firm specializing in program evaluation, strategic planning, and diversity implementation in associations and non-profit institutions and organizations.

We are very pleased to present Dr. Bertha G. Holliday with the 8<sup>th</sup> Annual Social Justice Action Award.



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## **The 21st Annual Janet E. Helms Award for Mentoring and Scholarship**

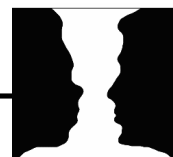
**Carolyn G. Barcus, Ed.D.** has served as Director of the American Indian Support Project (AISP) in the Psychology Department at Utah State University since 1991 and was Assistant Director for the five years previous to that time. In the twenty years of the AIS Project, which Dr. Barcus was instrumental in developing, 33 American Indian students have attained M.S. in School Psychology or Ph.D. in Professional-Scientific Psychology degrees, and five students are currently working on graduate degrees in psychology. This makes Utah State University a leader in the field of training American Indian psychologists. These graduates return to Native communities where they provide much needed psychological services, as well as serve as successful role models. In addition to her recruitment and retention efforts, Dr. Barcus and the AISP students host an annual convention in cooperation with the Society of Indian Psychologists. The nineteenth Annual Convention of American Indian Psychologists and Psychology Graduate Students and the Bear Lake Retreat was held in June, 2006, and preparations for the twentieth Convention are currently underway. This convention hosts the Society of Indian Psychologists business meeting. Dr. Barcus is a past President of the Society of Indian Psychologists.

In addition to her AISP duties, Dr. Barcus also teaches multicultural psychology coursework as part of her teaching load in the Psychology Departments Professional-Scientific Psychology PhD program. Prior to her current position, Dr. Barcus served as a mental health specialist and as Service Unit Director for the Indian Health Service (IHS) Clinic for the campus of Intermountain Intertribal School in Brigham City, Utah. In the six and a half years that she worked at Intermountain School, an off-reservation boarding school, Dr. Barcus spearheaded the development of the only mental health treatment facility for Native American adolescents in the United States. Intermountain School and the IHS health clinic provided educational and health services to over 1000 Native adolescents per year from 100 different tribal entities nationwide. Nearly half of the students attended Intermountain School because they had not been successful in schools on their home reservations. Intermountain School was closed in 1984 for political reasons, despite the strong protestation of American Indian tribes from across the nation. Since that time, Dr. Barcus has been asked to serve on a national task force to plan the implementation of the "therapeutic school" model into two remaining off-reservation boarding schools.

Dr. Barcus earned her B.S. degree at Montana State University as well as her M.S. and Ed.D. at Utah State University. She has worked in a variety of positions in teaching, coaching, and has provided mental health services in schools and Head Start, in the Utah State Corrections system, and at Intermountain Sexual Abuse Treatment Center. As a licensed psychologist, she currently maintains a small private practice, providing individual and group psychotherapy to victims of severe childhood sexual abuse.

Dr. Barcus is a member of the Blackfeet Tribe of Northern Montana and was raised on the Blackfeet Reservation. Her Blackfeet name is Bear Woman. Dr. Barcus has spent the past twenty four years of her career in service to American Indian people. Future career goals include enhancing the networking and mentoring of American Indian graduate students in psychology across the nation, facilitating the development of American Indian psychology as a science, and raising Tennessee Walking Horses.

We are honored to present Dr. Carolyn G. Barcus with the 21<sup>st</sup> Annual Janet E. Helms Award for Mentoring and Scholarship.



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## CONFERENCE DIRECTOR

**Marie L. Miville, Ph.D.**, Associate Professor of Psychology and Education, Department of Counseling and Clinical Psychology, Teachers College, Columbia University. Professor Miville received her doctorate in counseling psychology from the University of Maryland at College Park. Her doctoral work focused on identity development among Latinos and Latinas. Dr. Miville also developed one of the first scales to examine positive or nonprejudicial social attitudes towards others, the Miville-Guzman Universality-Diversity Scale (M-GUDS); this scale measures attitudes of awareness and acceptance of the similarities and differences between people. Professor Miville has conducted research and developed workshops exploring the impact of oppression and privilege as based on various aspects of identity, including race, culture, and gender, among populations of color. More recent work has focused on cross-cultural understandings of gender and gender roles.

Dr. Miville is the author of over 50 journal articles and book chapters dealing with multicultural issues in counseling and psychology. She is currently serving or has served on several editorial boards, including *Journal of Counseling Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, *Assessment*, and *Training and Education in Professional Psychology*. Most recently, Dr. Miville served as Chair of the Council of Counseling Psychology Training Programs (CCPTP) and Co-Chair of the joint Division 17/CCPTP Special Task Group exploring training models for integrating practice guidelines related to diversity. She is the Historian for the National Latina/o Psychology Association and Faculty Advisor of the Teachers College student organization, Coalition of Latino/a Scholars. Dr. Miville is a Fellow of the American Psychological Association (Division 17 and 45).

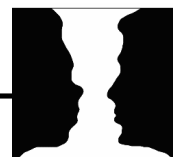
## CONFERENCE CO-COORDINATORS

### **Elizabeth Hernandez, M.S.**

Elizabeth Hernandez is a second year doctoral student in Counseling Psychology at Teachers College, Columbia University. She obtained her M.S. in Counseling from California State University, Northridge last spring and her B.A. in World Arts and Cultures from the University of California, Los Angeles. Elizabeth has worked as a high school counselor in Los Angeles from 2007 to 2009. In addition to being a co-coordinator for the Winter Roundtable, Elizabeth is a member of Dr. Marie L. Miville's research team.

### **Jorja A.K. Redway, M.A.**

Jorja Redway is a third year doctoral student in Counseling Psychology at Teachers College, Columbia University. She received her M.A. in General Psychology from New York University and her B.Sc. in Psychology from The University of the West Indies (Mona, Jamaica), graduating with First Class Honors. She worked as a research consultant in the field of parenting education from 2006 to 2008 facilitating the development of a National Parenting Policy as well as the establishment of a National Parenting Commission in Jamaica. In addition to her role as Winter Roundtable co-coordinator, Jorja is also a member of Dr. Marie L. Miville's research team.



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## INVITED SPEAKERS

**Narcisse Blood, Iitskinai (Horns Elder)/ Akainaimmsskaa (Thunder Pipe Elder), Red Crow College**

Narcisse Blood (Ki'naksaapo'p) was the first Coordinator of the Kainai Studies Program at Red Crow College, and has been recognized as an Eminent Scholar (K.Ph.D.) by their Elders Advisory Committee. He currently serves as the Research Coordinator for Kainai Studies, and in that capacity led the Learning From Place Animated Theme Bundle under the Canadian Council of Learning's Aboriginal Learning Knowledge Centre. Blood has taught for the Kainai Studies Program, the Department of Education at the University of Lethbridge, and the International Indigenous Studies Department at the University of Calgary. He has served as Chair for the Mookaakin Cultural and Heritage Foundation of the Blood Tribe and was an elected member of the Blood Tribe Chief and Council for several terms. Blood has principal transfer rights in the Blackfoot knowledge disciplines of the Horns Society and the Thunder Pipe Bundle.

**Joseph M. Cervantes, Ph.D., ABPP, California State University**

Joseph M. Cervantes received his Ph.D. in community-clinical psychology from the University of Nebraska-Lincoln (1977). He is Professor, Department of Counseling, California State University, Fullerton and maintains an independent forensic practice in child, adolescent, and family psychology. He holds Diplomates in both Clinical and Couple as well as Family Psychology from the American Board of Professional Psychology and is licensed in the states of California and Hawaii. Dr. Cervantes' research interests are in the relatedness of cultural diversity and indigenous spirituality, and in immigration issues where he has conducted numerous immigration evaluations and appeared in court as an expert witness over several occasions. He currently serves as a consulting editor for the journal *Cultural Diversity and Ethnic Minority Psychology*. Dr. Cervantes is recent past President of the National Latina/o Psychological Association and past Chair, Committee on Ethnic Minority Affairs (CEMA), American Psychological Association. He has Fellow status with Division 45 and Division 12, American Psychological Association.

**Jean Lau Chin, Ed.D., ABPP, Adelphi University**

Jean Lau Chin is Professor at Adelphi University, New York. She was Dean of the Derner Institute for Advanced Psychological Studies at Adelphi University and Systemwide Dean of California School of Professional Psychology at Alliant International University. She has held other senior leadership positions as President of CEO Services, executive director of a community health center, co-director of a child guidance clinic, and regional director of a managed care company. Dr. Chin is licensed as a clinical psychologist and has published extensively in the areas of leadership, diversity and cultural competence, clinical training, Asian American and women's issues. Recent publications include: Special Issue on Diversity and Leadership in *American Psychologist* (Apr, 2010); *Diversity in Mind and in Action* (2009) and *Women and Leadership: Transforming Visions and Diverse Voices* (2007). Among her many awards are the Nassau County Executive's 2009 Women of Distinction Award, and 2010 Distinguished Achievement in Education from the Organization of Chinese-Americans-Long Island.

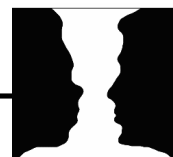
**Ryan Heavy Head, Iiyaohkiimi (Beaver Bundle Transfer), M.A., Red Crow College**

Ryan Heavy Head (Akáyo'kaki) is Coordinator of the Kainai Studies Program at Red Crow College, where he teaches several Blackfoot-specific undergraduate courses. He also works as a researcher on projects ongoing within the Kainai Studies Program. Heavy Head came to Red Crow with a decade-long background in Blackfoot repatriation negotiations. He has also worked on repatriation contracts for the Hupa Tribe of California and the Confederated Tribes of Grand Ronde in Oregon. He holds a Bachelors degree in anthropology from the University of Massachusetts (1996), a Masters degree in cultural anthropology from the University of Lethbridge (2005), and principal transfer rights in the Blackfoot knowledge discipline of the Beaver Bundle (2006). Heavy Head is committed to the development of an

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eco-social science anchored in the Blackfoot knowledge paradigm, and is grateful to the many elders and advisors who continue to assist him in this pursuit.

**Jill S. Hill, Ph.D.,** *Teachers College, Columbia University*

Jill S. Hill is an Assistant Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. She is also a faculty affiliate of Columbia University's Center for the Study of Ethnicity and Race. Dr. Hill received her Ph.D. in Counseling Psychology from the University of Oklahoma and completed a clinical post-doc at Cornell University. Her research and scholarly interests include culturally competent approaches to psychological assessment and clinical interventions with Indigenous groups; examination of disparities in mental health service accessibility, delivery, and utilization that adversely affect Indigenous Peoples; and ethical and culturally valid approaches to research. Dr. Hill has recently published in journals such as *Traumatology* and *Cultural Diversity and Ethnic Minority Psychology*, and also in Derald Wing Sue's edited book, *Microaggressions and Marginality: Manifestation, Dynamics, and Impact*.

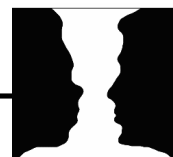
**Marc Lamont Hill, Ph.D.,** *Teachers College, Columbia University*

Marc Lamont Hill is one of the leading hip-hop generation intellectuals in the country. His work, which covers topics such as hip-hop culture, politics, sexuality, education and religion, has appeared in numerous journals, magazines, books, and anthologies. Dr. Hill has lectured widely and provides regular commentary for media outlets like NPR, Washington Post, Essence Magazine, and New York Times. He is currently a political contributor for Fox News Channel, where he appears regularly on programs such as The O'Reilly Factor, Huckabee, and Hannity. Prior to joining Fox News, Dr. Hill was a regular guest on CNN, MSNBC, and CourtTV. A nationally syndicated columnist, his writing appears weekly in Metro Newspapers. In Fall 2009, he joined the faculty of Columbia University as Associate Professor of Education at Teachers College. He also holds an affiliated faculty appointment in African American Studies at the Institute for Research in African American Studies at Columbia University. Since his days as a youth in Philadelphia, Dr. Hill has been a social justice activist and organizer. He is a founding board member of My5th, a non-profit organization devoted to educating youth about their legal rights and responsibilities. Dr. Hill also works closely with the ACLU Drug Reform Project, focusing on drug informant policy. In addition to his political work, Dr. Hill continues to work directly with African American and Latino youth. He also continues to organize and teach adult literacy courses for high school dropouts in Philadelphia and Camden. In 2005, Ebony Magazine named him one of America's top 30 Black leaders under 30 years old. Dr. Hill is the author of *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy, and the Politics of Identity* and the co-editor of *Media, Learning, and Sites of Possibility* and *The Anthropology of Education Reader*. Trained as an anthropologist of education, Dr. Hill holds a Ph.D. (with distinction) from the University of Pennsylvania. His research focuses on the intersections between youth culture, identity, and educational processes. He is particularly interested in locating various sites of possibility for identity work, resistance, and knowledge production outside of formal schooling contexts. Particular sites of inquiry include hip-hop culture, urban fiction, and African American bookstores.

**Teresa D. LaFromboise, Ph.D.,** *Stanford University*

Teresa LaFromboise is a Professor in the School of Education and Chair of Native American Studies in the School of Humanities and Sciences at Stanford University. She specializes in the prevention of stress-related problems of Native American youth. She is a recognized contributor to Native American mental health initiatives having published numerous works in that area. She has also authored prevention intervention manuals including: *Circles of Women: Skills Training for American Indian Professionalization and American Indian Life Skills Development (AILS)*. The AILS is listed in SAMHSA's National Registry of Evidence-based Programs and Practices and the Department of Justice's Registry of Effective Programs. She is a fellow of the American Psychological Association and the Association for Psychological Science. Her awards include recognition from the Department of Health and Human Services, the Carter Center for Public Policy at Emory University, and the First Nations Behavioral Health Association.





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

Thomas A. Parham is Interim Vice Chancellor for Student Affairs, as well as an adjunct faculty member, at the University of California, Irvine. Dr. Parham is a Past President of the National Association of Black Psychologists, where he also holds the title of Distinguished Psychologist. He is a Fellow of the American Counseling Association, and a Fellow in Division 17 and 45 of the American Psychological Association. He is Past President of the Association for Multicultural Counseling and Development, and a member of the 100 Black Men of America, where he has served as Chair of the Education Committee, the architect of the "Rites of Passage" program for the Orange County 100's "Passport to the Future" program and for the Los Angeles based "College Bound" program, and consultant on educational policy issues. For the past thirty years, Dr. Parham has focused his research efforts in the area of psychological nigrescence and has authored many articles in the area. His honors and awards include: Research Achievement Award from the American Psychological Association's Minority Fellowship Program; receipt of the Research Award for Contributions to the Counseling Profession from the Association for Multicultural Counseling and Development; the Association of Black Psychologists, Certification and Proficiency in African Centered/Black Psychology; The Minority Fellowship Program - James M. Jones Lifetime Achievement Award for long standing and distinguished contributions to the field of racial and ethnic minority psychology; the Wimberly Award—National 100 Black Men of America – June, 2008; and the Janet Helms Award - In Recognition of Mentoring & Scholarship, presented at The 27<sup>th</sup> Winter Roundtable Conference, Teacher's College, Columbia University, 2010.

**Joseph G. Ponterotto, Ph.D.,** *Fordham University*

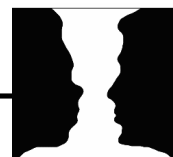
Joseph G. Ponterotto is Professor of Counseling, and Coordinator of the Mental Health Counseling Program at Fordham University in New York City. Born, raised, and schooled in the Bronx, New York, Dr. Ponterotto is the product of an immigrant Italian family hailing from Abruzzi, Italy. He started his "multicultural research" as an 8 year old when his family of eight moved to Rome, Italy for 14 months during 1966 to 1967. Dr. Ponterotto eventually found his way to the University of California at Santa Barbara where he completed his Ph.D. in 1985. From 1981 to 1985 he worked closely under the guidance and mentorship of Dr. J. Manuel Casas, a founding "pioneer" and "elder" of the multicultural counseling and social justice movements. Dr. Casas helped Dr. Ponterotto integrate his personal, family, cultural, and research interests into a career path that has focused on multicultural-anchored teaching, research, and clinical service. Dr. Ponterotto is co-author or co-editor of a number of books in the multicultural counseling area, and he is a former recipient of the Janet E. Helms Award for Mentoring and Scholarship.

**Jesse Robbins,** *Oklahoma City Community College*

Jesse Robbins (Choctaw/Cherokee) is currently a student at Oklahoma City Community College in the process of completing his associate's degree. He plans to continue his education in the area of Native American Studies. He is very involved in with Choctaw traditions and activities. He speaks his native tongue, regularly participates in tribal rituals such as stomp dances, sweats and knows many Choctaw songs. This year he played in the National Choctaw Stickball Championship in Philadelphia, Mississippi. Besides his tribe's ceremonies he is also a yearly participant in Sun Dances. He has written and given dozens of performances of his poetry across Oklahoma and Texas. He has recorded (often with another well-known Choctaw/Chickasaw rapper, Chris Taylor) hip hop songs which have been broadcast on Indian radio stations. He performs his music regularly in the Oklahoma City metro area and at Indian boarding schools. Both his poetry and music express emotions and opinions related to the experience of Native Americans in conflict with an oppressive society that does not respect Native American ways. They also celebrate Native American humor, family, and spirituality.

**Rockey R. Robbins, Ph.D.,** *University of Oklahoma*

Rockey R. Robbins (Cherokee/Choctaw) is an associate professor at the University of Oklahoma, where he teaches Multi-cultural Counseling, Behavior Disorders and Personality Assessment. He has published over 30 articles during his ten year experience as a professor. His research areas include: re-norming psychological instruments for use with American Indians, means of coping for Indian students in boarding schools, needs of therapists who work with Indian clients and studies that focus on American Indian family resiliency. The area in which he is currently doing most of his research is in American



Indian spirituality. He is currently working on articles related to traditional American Indian spirituality as it is related to psychological health, an American Indian spirituality development model and on Christian colonialization. He has also published five programs: Through the Diamond Threshold, Leadership Skills Building with Indian adolescents, an Indian Women's Identity group, Family Therapy with American Indians, and a Prevention Program for Cherokees. He has conducted hundreds of workshops and speaking engagements across the United States and Europe related to American Indian topics.

**Racquel R. Ruiz, *The New School for Liberal Arts***

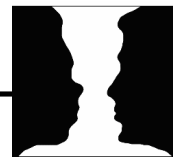
Ra Ruiz is an activist and a spoken word artist originally from Ponce, Puerto Rico. She has worked closely with various organizations such as Urban Word NYC, FIERCE!, and Make The Road New York as well as Rights To The City. She is also currently a senior at Eugene Lang College-The New School for Liberal Arts. Ra has served as a community organizer for LGBT youth of color, women of color, and Latino immigrants, mainly in New York. Through her art and activism she seeks to inspire and help empower communities, as well as to bring different struggles closer together in the belief that unity is an important factor in fighting oppressions.

**Joseph E. Trimble, Ph.D., *Western Washington University***

Joseph E. Trimble was formerly a Fellow at Harvard University's Radcliffe Institute for Advanced Study, and is a Distinguished University Professor and Professor of Psychology at Western Washington University. He is also a President's Professor at the Center for Alaska Native Health Research at the University of Alaska Fairbanks. He has held numerous offices in the International Association for Cross-Cultural Psychology and APA. He holds Fellow status in three APA divisions. He is past-President of the Society for the Psychological Study of Ethnic Minority Issues and a former Council member for the Society for the Psychological Study of Social Issues. Since 1972, he has served as a member of 15 NIH scientific review committees and research panels. He has generated over 130 publications on cross-cultural and ethnic topics in psychology including 17 edited and co-authored books. His recent books include the *Handbook of Ethical Research with Ethnocultural Populations and Communities* and *Counseling Across Cultures, 6<sup>th</sup> edition*. He has received numerous excellence in teaching and mentoring awards for his work in the field of ethnic and cultural psychology, including: the Excellence in Teaching Award and the Paul J. Olscamp Outstanding Faculty Research Award from Western Washington University; APA's Division 45 Lifetime Achievement Award; the Janet E. Helms Award for Mentoring and Scholarship in Professional Psychology at Teachers College, Columbia University; the Washington State Psychological Association Distinguished Psychologist Award for 2002; the Peace and Social Justice Award from APA's Division 48; the Distinguished Elder Award from the National Multicultural Conference and Summit in 2007; the Henry Tomes Award for Distinguished Contributions to the Advancement of Ethnic Minority Psychology from the American Psychological Association's Council of National Psychological Associations for the Advancement of Ethnic Minority Interests and the Society for the Psychological Study of Ethnic Minority Issues in 2009; and in 2009 he received the International Lifetime Achievement Award for Multicultural and Diversity Counseling awarded by the University of Toronto's Ontario Institute for Studies in Education.

**Melba J.T. Vasquez, Ph.D., ABPP, *Anderson House at Heritage Square***

Melba J.T. Vasquez is a psychologist in independent practice in Austin, Texas. She is the first Latina and first woman of color to be elected President of the American Psychological Association in its 120 year history. She is serving as the 2011 President of the 152,000 APA member organization. She is a former president of the Texas Psychological Association and of APA Divisions 35, Society of Psychology of Women and 17, Society of Counseling Psychology. She is co-founder of APA Division 45, Society for the Psychological Study of Ethnic Minority Issues and of the National Multicultural Conference and Summit. She has published over 70 journal articles, chapters and books in the areas of ethics, ethnic minority psychology, psychology of women, psychotherapy, and has served on editorial boards of eleven journals. She is the recipient of numerous awards, including the 2010 Carolyn Wood Sherif Award from APA Division 35.



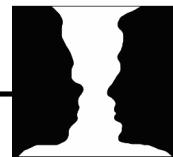
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## SPECIAL EVENTS AND OTHER IMPORTANT INFORMATION

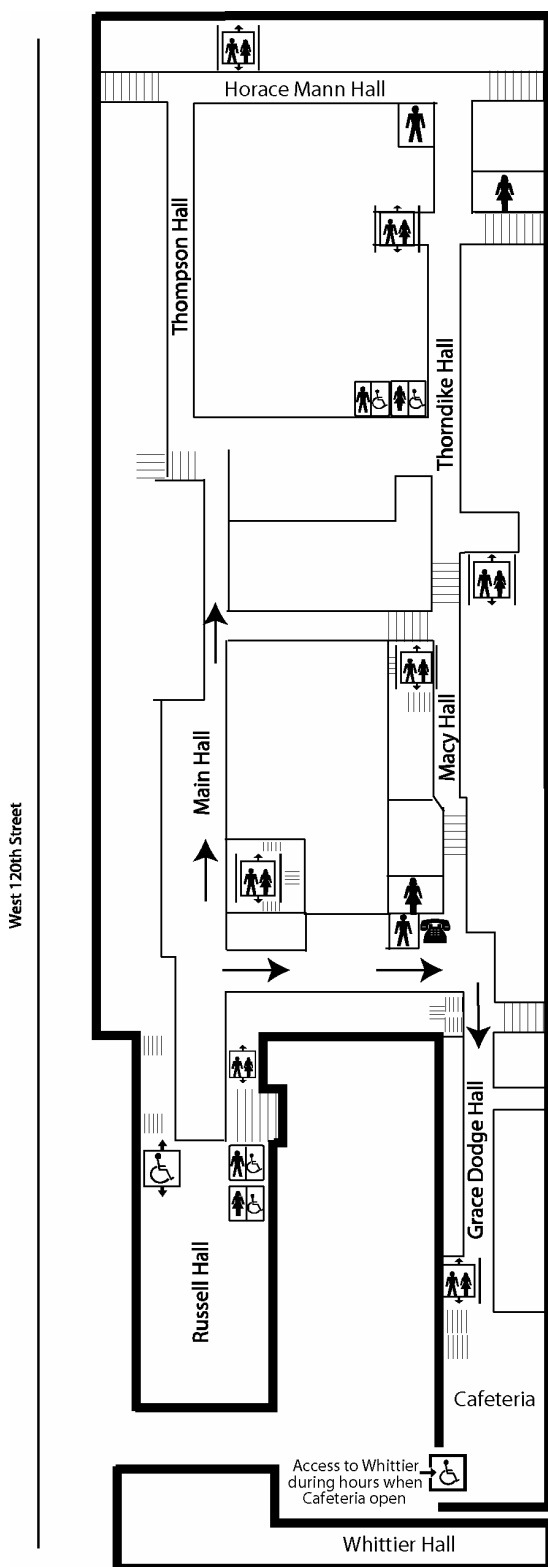
**ROUNDTABLE DISCUSSION GROUPS:** During the first few years of the conference, Roundtable discussions were a regular feature of the conference—thus the name “Roundtable.” Roundtables are informal and unstructured group discussions centered on particular topics related to the conference. This year, we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

**SOCIAL JUSTICE AWARD AND JANET E. HELMS AWARD CEREMONIES:** Drs. Bertha Holliday and Carolyn Barcus 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 Thorndike 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 =

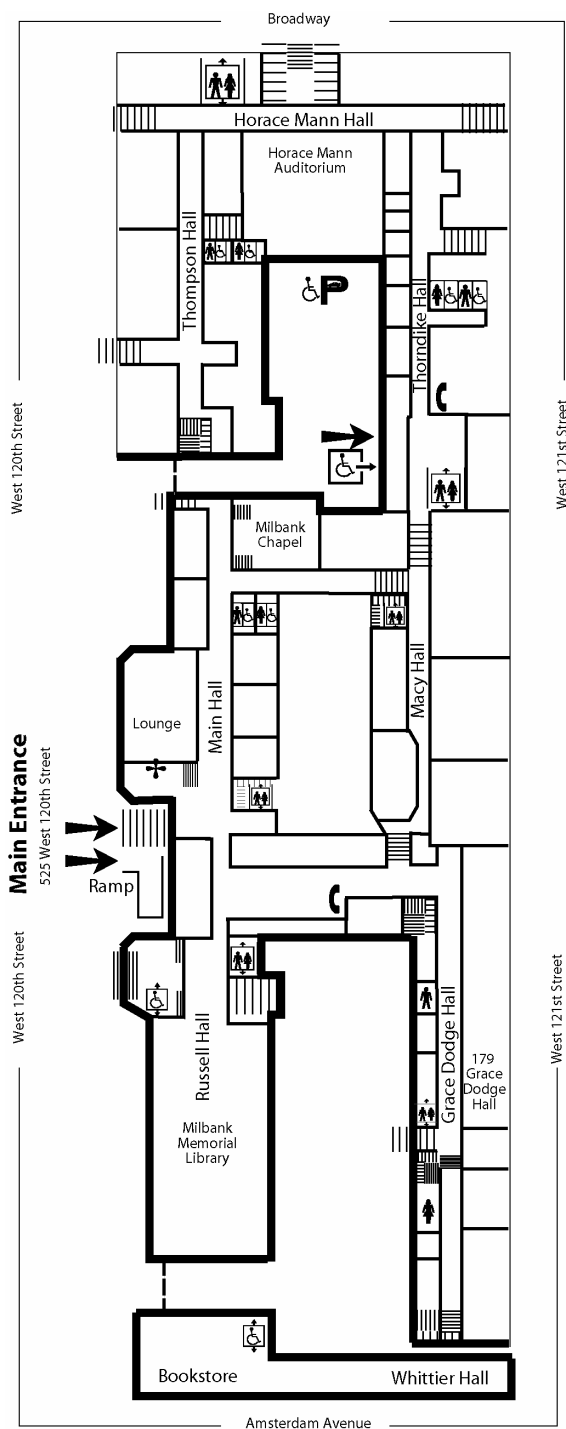
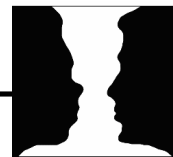
Men's Room, Wheelchair Accessible =

Telephone =

Women's Room =

Women's Room, Wheelchair Accessible =

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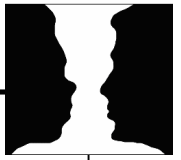


## FIRST FLOOR

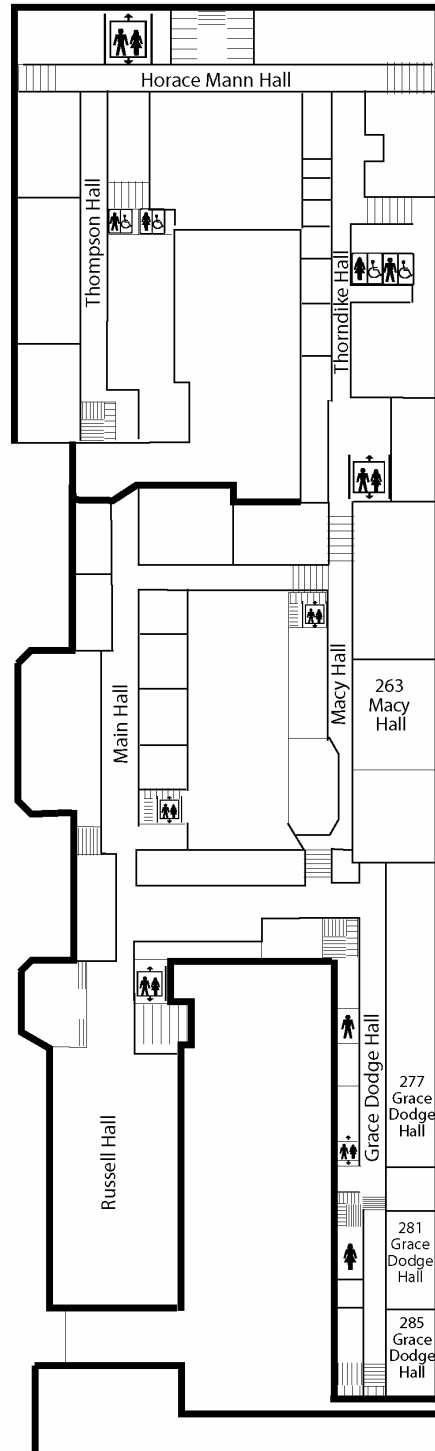
### Legend

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

Saturday, February 26, 2011



West 120th Street



## SECOND FLOOR

(Higher floors are similar to this one.)

### Legend

Elevator =

Men's Room =

Men's Room, Accessible to Wheelchair Users =

Women's Room =

Women's Room, Accessible to Wheelchair Users =

Saturday, February 26, 2011

