

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
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Winter Roundtable on Cultural
Psychology and Education)

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摘要

這次所參加的會議是由哥倫比亞大學師範學院所主辦的第二十九屆文化心理學與教育年會(The 29th Annual Winter Roundtable on Cultural Psychology and Education)，參與成員來自美國、澳洲、台灣等國家。本研討會今年的主題是「跨界學習：透過傳統與創新以轉化生命」(Beyond Borders: Transforming Lives through Traditions and Innovations)。本次發表的論文題目為：Enhancing cultural sensitivity among college students through innovative cultural learning(論文全文請見附錄一)。透過文獻探討三種不同的文化觀點：文化傳承觀、文化交流觀、與文化創新觀，本研究的主要的目的在：(1)瞭解大學生的主流文化觀點為何；以及(2)如何透過知識創新(knowledge building)的教育理念來幫助學生養成更多元的文化觀點。研究結果發現，大學生的主流文化觀點偏向傳承觀，但在課程教學的影響下，其觀點也逐漸轉成較為多元。未來將進一步依在會議中所蒐集到的回饋與意見做修改，然後再將本論文投稿於期刊上。

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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師範學院所主辦。參與本次會的成員約一百人(相關名錄請見附錄二)。本研討會的主要關切議題在教育、心理與文化，本會議係每年舉辦一次，今年為第29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：Enhancing cultural sensitivity among college students through innovative cultural learning。本研究的目的在瞭解如何透過知識創新(knowledge building)教學來促進大學生的多元文化觀。研究對象為大學生(N=31)。資料來源主要為學生的反思文字紀錄。研究結果發現大學生的主要文化觀點偏向傳承觀，但在在知識翻新教育理念的影響下，其觀點可能轉變成較為多元。本篇論文發表日期為2/25，發表場次為Poster Session。同場次的其他發表人約有30人，分別來世界各國，但主要是美國。其他資訊如會議議程、及參與成員的論文摘要內容請詳見附錄二議程。

三、 心得及建議

參加這次國際研討會的最大收穫有三。第一是瞭解國際學術社群上的最新研究訊息。由此次的研討會中可知文化教育的重要性有逐漸增加的趨勢。第二是能透過與世界各地的學者進行對話與討論以得到一些新的研究的想法。第三則是可以利用此次發表的機會以進一步反思如何進一步修改本論文以發表在期刊上。第四則

是增加了本校在國際上的能見度。一方面是因為本國際會議的地點在紐約市；另一方面則是因為本論文是惟一來自台灣的論文。本篇論文主要是在探討如何提昇大學生的文化觀，以及如何運用有效的教學法以協助大學生養成更多元的文化觀。由於此次研討會中的成員多是同時跨文化心理學與教育學方面的專家學者，因為此次出席此會議有很多收獲。這對本論文後續的修改以及未來進一步投稿至期刊都有莫大幫助。

附錄一(海報論文全文)

Enhancing cultural sensitivity among college students through innovative cultural learning

Abstract. This study explores the effects of an idea-centered instructional approach on college students' view of culture. Participants were 31 freshmen. Data mainly came from students' essay-writing. Content-analysis was employed to code the data collected. The result indicates that students were more likely to develop a more innovative view of culture after being engaged in more student-directed, idea-centered learning. Some implications for instructional design were discussed.

Introduction

Helping students improve their cultural awareness and cross-cultural understanding has been recognized as important 21st century skills (Trilling & Hood, 1999). As societies transform into knowledge-based societies, helping students innovate and develop competences associated with cultural creativity is considered an important curricular goal in education (Druker, 1992; UNESCO, 2005).

This study investigates the effects of an idea-centered instructional approach (see below for details) on the views of culture held by college students. To this end, this study compares two instructional approaches, conventional lecture-based instruction and idea-centered instruction, and tests whether idea-centered instruction is more effective than conventional lecture-based instruction in helping students develop an informed cultural understanding. An important educational reform movement today advocates for student-centered instruction (Hong & Lin, 2010; Hong, Scardamalia & Zhang, 2010; Hong & Sullivan, 2009). In terms of learning and teaching about culture, exploring how student-driven, idea-centered instruction can help students construct and deepen their understanding of culture is worthwhile.

Although countless studies have discussed culture, it remains difficult to clearly define (Benedict, 2005). This is partly due to challenges in specifying diverse cultural content (Fine, 1979), especially from a multicultural perspective. Nevertheless, while views of culture can vary markedly, as Table 1 shows, culture in a general sense can be broadly categorized into three distinct views: transmission, exchange, and innovation.

Table 1. Three cultural perspectives

View	Definition
Cultural transmission	Universal patterns of human behaviors and their related products embodied in thoughts, speech, actions, and artifacts, and dependent upon a capacity for learning and transmitting knowledge to succeeding generations (Bisin, 2001; Boyd & Richerson, 1985; Cavalli-Sforza & Feldman, 1981; Paige, 2003).
Cultural exchange	Cultural exchange addresses culture horizontally; that is, culture is learned via interaction or exchange between two countries. In this process, one country is influenced by another country or both are influenced by each other and the material artifacts, beliefs, and language are exchanged (Benedict, 2005; Kato, 1956).
Cultural innovation	Through importation, learning, and assimilation, cultures innovate, continually co-opting new ideas (Barnet, 1953; Lee, 2011).

While all three cultural perspectives are important, it is innovation that helps a community or nation thrive and realize what is culturally possible in the future. Arguably,

innovation can be achieved by generating new cultural ideas and then continually improving them.

This study

This study adopts an instructional approach called knowledge building, which is defined as a social process focused on the production and continual improvement of ideas that a community values (Scardamalia, 2002; Bereiter & Scardamalia, 2003; Hong, Scardamalia & Zhang, 2010; Hong & Lin, 2010; Hong & Sullivan, 2009). The theoretical basis underlying knowledge-building pedagogy is Popper's (1972) construct of World 3. Other than World 1 (the physical world) and World 2 (the world inside the mind), Popper argues that World 3 is comprised of ideas as conceptual artifacts. The ideas and theories created by knowledge workers, such as artists, scientists, engineers, and architects, are conceptual artifacts. These ideas, once created, have a life of their own in that they can be improved and transformed by those working with them (Hong & Lin, 2010; Scardamalia, 2002). Innovation is needed to explore things deeply. Therefore, when pursuing cultural development and innovation, continually improving existing cultural ideas or beliefs is necessary.

Building on Popper's conceptual framework, this study explores how education can enrich a college student's cultural perspectives by designing an idea-centered instruction paradigm. The objective is to enrich the cultural understanding of students and, particularly, help students develop an innovative view of culture through a course entitled, "Japanese society and culture."

Method

Participants were 31 first-year college students aged 18–20. They were interested in Japanese culture (e.g., Japanese soap opera, comic books, and tea ceremony). This study was conducted in two phases in one semester. During the first phase, students received conventional teacher-directed instruction; in the second phase, students received idea-centered, student-focused instruction. At the end of each phase, students wrote an essay about culture in general. These essays were required to answer the following questions: "What is culture?" "Where does culture come from?" and "Why is culture important?" The instructor taught students about both traditional and innovated Japanese culture. As introducing cultural innovation was one of the main study goals, the teacher provided students with many examples of innovated cultures in Japan, such as Japanese food, clothing, housing, transportation, and political system, to help students understand the meaning of cultural innovation. Moreover, 7 of the 31 students were interviewed after six months of the course to investigate the long-term effect of the class instruction on students' cultural views.

Two Instruction designs

In the first phase, the teacher mainly lectured, as is usual in this course. The instructor talked about traditional Japanese cultural practices and archetypes such as the Japanese tea ceremony and Samurai warriors. When teaching students about cultural innovation, the instructor provided examples from daily life. This course was selected for this study particularly because Japan is a traditional culture that values innovation (Lee, 1987); for example, the Japanese are skilled at thinking on a small scale and innovating.

In the first phase, a series of lectures explained Japan's success in modern times, during which cultural innovation was highly valued. Japan imported many cultural artifacts from foreign cultures, and worked hard to modify these artifacts to suit Japanese tastes (Lin, 1985). The Japanese typically try to learn from advanced countries, and have a strong desire to both imitate and innovate. Food, clothing, housing, and products used

in daily life, as well as institutional, economic, and educational systems have been imported by Japan.

In the second phase, which used an idea-centered approach, instruction was designed to inspire students to work on producing and improving cultural ideas (Scardamalia, 2002; Bereiter & Scardamalia, 2003; Hong, Scardamalia & Zhang, 2010; Hong & Lin, 2010). This instructional strategy encourages students to make sense of their experiences by producing and working on their own cultural ideas. This phase, which emphasized active participation, had three main activities.

First, the instructor broadly introduced information describing existing cultural phenomena and their impact on Japanese society. Second, students studied a text or watched videos while collaborating and discussing to generate ideas. For instance, the teacher showed two humorous videos to the class: one using a traditional method to make people laugh, while the other used an innovative method. By comparing the two videos, students generated ideas and discussed issues related to cultural innovation and the production and improvement of ideas/jokes during the transition from the conventional method to the new method. The teacher then asked students such questions for further discussion as “Which episode/ideas do you like?” “Why do you like that idea?” and “Can you tell us what the differences/similarities are between the two videos?” After watching the videos, the instructor further guided students to conduct discussions in groups and then share their collective cultural ideas with the class. In a knowledge-building community, students are empowered to produce explanations of phenomena they have encountered. Bereiter (2002) called such explanations ‘conceptual artifacts’. These conceptual artifacts are then subjected to community scrutiny for further improvement. Finally, in the third stage, after students had generated cultural ideas, the teacher summarized their ideas and provided feedback to students. Overall, these activities encouraged students to construct their own understanding of culture as innovation, rather than passively listening to a lecture about innovation.

Data analysis

The essays were analyzed quantitatively and qualitatively. First, essay data were coded and categorized into the three different cultural views discussed in literature (Strauss & Corbin, 1990). Table 2 shows the coding scheme (inter-coder agreement=95%). To further determine whether data collected from the two phases are statistically significant, qualitative data were quantified and computed (Chi, 1997). Second, at six months after this course, seven out of fifteen students who embraced a progressive view of cultural innovation were randomly selected. These students were asked questions related to their cultural views. The interviews were audio-taped, transcribed, and content-analyzed using the same coding scheme.

Table 2 coding scheme

Codes	Example
Cultural transmission	<p>“Culture is important to pass down. It allows us to understand why our culture exists, to understand its meaning, and teach us about our ancestors’ lifestyle and economic situation. So, cultural transmission is very important. We can learn wisdom from our ancestors.” (Chen).</p> <p>“Although culture at first glance seems unimportant, it has significant meaning and represents the heritage of a country. Culture reminds us of Korea when we talk about pickles, and reminds us of Thailand when we talk about water festivals. Pickles or festivals symbolize the culture of a country. We are all</p>

	<i>familiar with Japanese sushi, Wafuku, and a plum in a lunch box, , and Enka [i.e., Japanese singing]. They are all representative of Japanese culture.” (Yen).</i>
Cultural exchange	<p><i>“Influenced by China’s Tan and Sun dynasties, the daily life of the Japanese was deeply affected by Chinese cultural forms such as Buddhism, calligraphy, the tea ceremony and clothing. Tan Dynasty clothing became Wafuku. During the Taisho period (1912–1926), Japanese consumed sports and movies from America.” (Gon).</i></p> <p><i>“Japan absorbed a large number of Chinese cultural practices from the Tan Dynasty. Japan paid attention to what cultural practices should be acquired from other countries. From the Taika Reform to the Meiji Restoration, Japan imported many Western cultural practices, which played important roles in Japan’s progress.” (Huang).</i></p>
Cultural innovation	<p><i>“Where does Japanese culture come from, and how does it form and develop? By learning other cultures plus innovation and improvements, Japan gradually formed its own cultural forms and practices. Although in the process of innovation, many paradoxes exist, eventually, many cultural practices can be combined.” (Chang).</i></p> <p><i>“Japanese culture = ideas + innovation. Although this formula seems simple, it has many meaning. Japanese take things from other countries and then modify them, making them their own. The Japanese language and foods are two examples of this process. However, this also means that the Japanese accept new cultures, which is good because they can make foreign things theirs that later gain popularity in Japanese society.” (Yu).</i></p>

Results and discussion

Change in two phases

Phase 1. Table 3 lists the cultural views mentioned in 31 essays after phase 1. Three cultural paradigms were mentioned 100 times in total. Cultural transmission was mentioned 85 times (85.0%), cultural exchange was mentioned 4 times (4.0%), and cultural innovation was mentioned 11 times (11.0%). Respectively, the average number of times (M) a cultural-transmission, cultural-exchange, and cultural-innovation perspective was mentioned was 2.742 (SD=1.591), 0.129 (SD=0.428), and 0.355 (SD=0.608). An ANOVA test further shows that there was a significant difference among the three views (F=63.21, p<.001). A post hoc indicates that the average number of times a cultural innovation view was mentioned is greater than that of a Cultural transmission view (p<.001) and that of a cultural exchange view (p<.001). These analytical results show that the students typically held a transmission view of culture. This finding confirms the finding of our previous pilot study using 126 college students with similar background and the same essay test and coding process.

Table 3. Comparison of the three cultural views after teacher-centered instruction

	Percentage (# of students)	Percentage (Frequency)	M	SD	F-value
Cultural transmission (CT)	90.3%(28/31)	85.0%(85/100)	2.742	1.591	63.21***
Cultural exchange (CE)	12.9%(4/31)	4.0%(4/100)	0.129	0.428	
Cultural innovation (CI)	29.0%(9/31)	11.0%(11/100)	0.355	0.608	

Phase 2. Table 4 presents participants' cultural views expressed after the second teaching phase. The three cultural models were mentioned 153 times in total. Cultural transmission was mentioned 28 (18.3%) times; cultural exchange was mentioned 55 times (31.8%), and cultural innovation was mentioned 70 times (45.8%). The average number of times (M) a cultural transmission perspective was mentioned was only 0.903 (SD=1.165); that for a cultural exchange view was 1.774 (SD=1.407), and that for a cultural innovation view was 2.258 (SD=1.983). An ANOVA test shows that there is a significant difference among the three different views ($F=6.03$, $p<.01$). A post hoc test indicates that the average number of times mentioned about a cultural innovation view is greater than that of a cultural transmission view ($p<.001$). These results suggest that the students' cultural view became more innovation-oriented.

Table 4. Comparison of the three cultural views after student-centered instruction

	Percentage (# of students)	Percentage (Frequency)	M	SD	F-value
Cultural transmission (CT)	48.4%(*15/31)	18.3%(28/153)	0.903	1.165	6.03**
Cultural exchange (CE)	77.4%(24/31)	31.8%(55/153)	1.774	1.407	
Cultural innovation (CI)	83.9%(26/31)	45.8%(70/153)	2.258	1.983	

Comparison of the cultural views between the two phases

General Change. The three cultural paradigms taught using the two instructional designs were compared using paired-sample t-tests (Table 5). After student-centered learning activities, the cultural views of students changed significantly for all three cultural views. Nevertheless, this does not mean that students abandoned cultural transmission. It only suggests that after student-centered instruction, students' cultural views became informed.

Table 5. Comparison of the cultural views between the two phases

Cultural view	Phase 1		Phase 2		t-values
	M	SD	M	SD	
Cultural transmission	2.742	1.591	0.903	1.165	6.040***
Cultural exchange	0.129	0.428	1.774	1.407	-5.283***
Cultural innovation	0.355	0.608	2.258	1.983	-5.283***

*** $p<.001$

Individual Change. This study also looks into specific individual changes in the views of each student. Table 6 classifies the 31 participants into the three categories based on how participants changed their cultural views. The actual change in views in terms of the number of individuals suggests that the course instruction was fairly effective.

Table 6. Specific analysis of three cultural views

Change in views	Description
Transmission-oriented view	No change occurs. The cultural view in writing remains cultural transmission even after idea-centered instruction. (one student)
Exchange-oriented view	Change is limited. Concepts of cultural exchange, learning from foreign cultures, and influence of foreign countries exist in essays after idea-centered instruction. (15 students)
Innovation-oriented view	Change occurs. The concepts of cultural innovation are mentioned in essays after student-centered instruction. (15 students)

The long-term effects of instruction on students' cultural views

To determine whether idea-centered instruction has long-term effects on students' cultural views, this study randomly selected seven students who expressed innovation-oriented cultural views in their essays for further interviews. These students did not take any other culture-related courses during the six months after this course ended. Interview results show that only two students retained their multi-cultural views. Perhaps one can conclude that relying on a single course to change a student's view of culture is difficult. Arguably, without a systematic instructional design, helping students develop their cultural literacy and preparing them to enter a knowledge society that values cultural innovation and creation remains a great challenge.

Conclusions

Culture cannot be separated from human life. This study investigated the cultural views of college students using three paradigms—cultural transmission, cultural exchange, and cultural innovation. The cultural concept mentioned most by students was transmission-oriented after traditional lecture-based instruction. However, when guiding students with relatively more idea-driven, student-centered instruction, the concept of culture held by students became more innovation-oriented. This was demonstrated by significant changes to all cultural views. Consequently, we posit that traditional teacher-centered instruction has relatively less influence on students' views of cultural innovation; rather, student-centered instruction is more likely to help students construct and develop a perspective that views culture as innovated. However, such a view change was not sustained for a long period. Most students reverted to a cultural transmission view at six months after the course. Perhaps, a more systematic design of a series of culture-based courses is needed to make such view changes permanent.

Cultural literacy helps countries thrive and continue to make societal progress. Whether the culture of a country can be prosperous depends on how its citizens view its culture. If the cultural literacy of citizens is poor, improvements to many aspects of a society will be limited. Citizens have a duty to maintain their country's cultural heritage (cultural transmission), and must understand the importance of cultural innovation. Students need to enhance their cultural knowledge and cultural literacy, such that they can help their country prosper.

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附錄二(會議議程)



INTRODUCTION

“Beyond Borders: Transforming Lives through Traditions and Innovations”

Welcome to the 29th 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 2012 Roundtable conference, *“Beyond Borders: Transforming Lives through Traditions and Innovations,”* underscores the Roundtable’s commitment to recognizing the multiple and complex effects of culture and social location in psychological and educational matters. As can be seen in the media, international and immigration concerns remain at the forefront of the lives of millions of people, both in the U.S. and beyond. We will emphasize research and interventions regarding these concerns in community, school, and family settings, as well as individual development, across a wide range of topics, including language, literacy, access, wellness, cultural values, training, and experiences with oppression and discrimination. This year’s conference is a two-day program consisting of paper and symposium presentations, workshops, student poster presentations, and roundtable discussions conducted by invited and selected experts in the fields of multicultural psychology, education, and related disciplines.

The Winter Roundtable continues its tradition of bringing together scholars, practitioners, educators, researchers, advocates of social change, and students who value the complex influences of race, ethnicity, social class, gender, sexual orientation, and religious affiliation in psychology and education. Several years ago, the Roundtable instituted the **Social Justice Action Award**, which celebrates the contributions of individuals who have exemplified social change through their principles and practice. The inaugural recipient of the Social Justice Action Award was bell hooks, followed by Jane Elliott in 2005, Linda James Myers in 2006, Ronald Takaki in 2007, Michelle Fine in 2008, William Cross in 2009, Concepción Saucedo Martinez in 2010, and Bertha G. Holliday at last year’s conference. We are honored to have **Dr. Anthony J. Marsella** 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 22 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Joseph White, Melba Vasquez, Margaret Beale Spencer, Linda Darling-Hammond, Joseph Ponterotto, Nadya Fouad, Thomas A. Parham and Carolyn G. Barcus. This year, we honor **Dr. Alvin N. Alvarez** for his influence as a scholar and mentor across fields committed to the critical study of cultural issues.

The Roundtable is an institution that celebrates the influences of formidable figures in cultural psychology and education and offers opportunities for emerging scholars to showcase their contributions. This year we are featuring a **Plenary Session** of pioneering experts in the field. We also will have the **Student Poster Session**, a forum for graduate students in psychology and education to share their recent scholarship with conference attendees. We invite you to join these gatherings and share your insights with our presenters.

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



Sponsorship for the Winter Roundtable Conference is provided by:

The Teachers College Counseling Psychology Program and
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The Diversity Challenge—Institute for the Study and
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The staff of the Dean's Office

College-wide support

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The Program Committee

- Marie L. Miville, Ph.D., Jorja A.K. Redway, M.A., and Luisa Bonifacio, M.S.
- Maryellen E. Novak – Associate Director

Outside Support

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- 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

- A very special thanks is extended to Chak Wong, Karima Clayton, Jennifer Chang, Matthew Robinson and our coat check staff Veronica Johnson and Jacob Sawyer.
- We owe a huge debt of gratitude to our former conference coordinators for their unending support, guidance and wisdom.
- Thanks to the students of Teachers College, Columbia University.
- And last, but not least, our CONFERENCE VOLUNTEERS!!!



Save the Dates!

The 30th Annual Winter Roundtable
Teachers College, Columbia University

February 15 & 16, 2013

The conference title will be announced at a later date.



2012 Conference



PROGRAM SCHEDULE

Friday, February 24, 2012

****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

8:00 AM – 5:00 PM *Book Fair*

177 Grace
Dodge Hall

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

9:00 AM – 9:20 AM *Welcome & Opening Session*

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

Cowin
Auditorium
(147 Horace
Mann)

9:20 AM – 10:15 AM *KEYNOTE ADDRESS*

***In the Shadows: The Educational Implications of
Unauthorized Status***

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

Marcelo M. Suárez-Orozco, Ph.D., New York University, NY

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

Friday, February 24, 2012



11:00 AM – 11:50 AM

Papers	<i>Multiculturalism in the Classroom</i> Florence L. Denmark, Ph.D., Pace University, New York, NY	Milbank Chapel (125 Zankel)
	<i>Experiences of Multiracial Microaggressions</i> Kevin L. Nadal, Ph.D., CUNY - John Jay College of Criminal Justice, New York, NY Yinglee Wong, M.A., CUNY - John Jay College of Criminal Justice, New York, NY Katie Griffin, M.A., CUNY - John Jay College of Criminal Justice, New York, NY Kristin Davidoff, B.S., CUNY - John Jay College of Criminal Justice, New York, NY	365 Grace Dodge Hall
	<i>Reclaiming Birth Culture: The Process of Reculturation for International and Transracial Adoptees</i> Amanda L. Baden, Ph.D., Montclair State University, Montclair, NJ	138 Horace Mann Hall
	<i>Cultural Ruptures in the Therapeutic Relationship: Outline of an Evidence-Informed Approach for Addressing Cultural Impasses</i> Daniel J. Gaztambide, M.A., Rutgers University, New Brunswick, NJ	424 Horace Mann Hall
Symposia	<i>Bridging the Gaps: Outreach and Advocacy Strategies for Lesbian, Gay, Bisexual, Transgender, and Queer College Communities</i> Sam Klugman, Psy.M., Rutgers University, New Brunswick, NJ Sudha Wadhvani, Psy.D., Montclair State University, Montclair, NJ Megan Lytle, Ed.S., Seton Hall University, South Orange, NJ	150 Horace Mann Hall

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The Qualitative Experience of Learning about Racial Microaggressions

148 Horace
Mann Hall

Marianne G. Dunn, Ph.D., Teachers College, Columbia University, New York, NY

Carissa Chambers, B.A., Teachers College, Columbia University, New York, NY

Rie Koruda, Ed.M., M.A., LaGuardia College, Long Island City, NY

Jihee Cho, Ed.M., M.A., Korean American Family Service Center, New York, NY

Roundtable

Building Civic Capacity as a Strategy for Improving Parent and Community Involvement in Public Education

541 Grace
Dodge Hall

Claudia L. Edwards, Ph.D., College of New Rochelle, Rochester, NY

Priscella Hambrick-Dixon, Ph.D., CUNY - Hunter College, New York, NY

Darleen DeFour, Ph.D., CUNY - Hunter College, New York, NY

SUB-THEMES:

- How does the public (e.g., parents and community) perception of ownership of public schools impact the quality of education?
- What are the factors that lead to parent and community disengagement in public education?
- What strategies can be used to increase parent/ community engagement in public education?



11:00 AM – 12:50 PM

Workshops

Using the Forensic Assessment to Assist Immigrants to Obtain Legal Status in the United States

449 Grace
Dodge Hall

Claudette S. Antuña, LICSW, MHSA, Argosy University-Seattle, Seattle, WA

Beverly I. Underwood, Psy,D., LICSW, Freemont Community Project, Seattle, WA

EDUCATIONAL OBJECTIVES:

- Participants will gain an understanding of the legal remedies available for seeking legal status.
- Participants will understand the mental health risk factors to be considered in providing assistance to immigrants.
- Participants will learn to develop a culturally competent and linguistically sensitive assessment for Immigration and Customs Enforcement.

DESCRIPTION:

In 2010, the Northwest Immigrant Rights Project (NWIRP) received approximately 1500 calls per week requesting legal assistance, closed 9282 immigration cases, completed 1 485 brief intake services, and provided services to low-income immigrants and refugees through direct legal services, pro se assistance, advice and referrals from 110 different countries with 40 to 50 language groups. Their clients range in age from 4 to 96 years old. NWIRP's central office is located in Seattle with offices in Tacoma, Granger, and Moses Lake Washington. In 2008, the Tacoma office provided legal representation and education to over 4999 detainees at the Northwest Detention Center, a 1500 bed facility which includes the mentally ill, developmentally disabled, sick, elderly, pregnant women, victims of domestic violence, families, green card holders and individuals escaping war, trauma and torture abroad. Since 2006, doctoral clinical psychology students from the American School of Professional Psychology at Argosy University-Seattle have provided timely, culturally and linguistically sensitive forensic assessments for NWIRP's clients. The collaboration between NWIRP and Argosy University-Seattle has resulted in forensic assessments that provide supporting evidence to NWIRP's legal cases and testify as experts at Immigration Court when necessary. This presentation will outline the different kinds of cases that have been helped by having a forensic evaluation and what constitutes a culturally competent and linguistically sensitive forensic assessment that supports a case before Immigration Court.

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Incorporating Untold Histories of LGBT People of Color and their Contributions to Social Justice and Behavioral Health Interventions

140 Horace
Mann Hall

Eduardo Morales, Ph.D., Alliant International University, San Francisco, CA

EDUCATIONAL OBJECTIVES:

- To develop a knowledge base on how to incorporate and use untold histories in interventions with LGBT people of color
- To increase knowledge about LGBT people of color history in the U.S.
- To learn and review successful strategies in advocacy and shaping policies by behavioral health experts who are LGBT people of color
- To build resiliency among LGBT people of color by using stories and role models for building client efficacy in effective advocacy, changing policies, and building leadership capacity in LGBT of color communities.

DESCRIPTION:

This workshop will review the untold oral history of LGBT people of color and highlight effective strategies to reduce risk and increase efficacy. It will incorporate untold histories in interventions with LGBT people of color and is geared towards building resiliency and self-efficacy among LGBT people of color by using stories and role models.

Adjective Collections: Exploring Biases and Increasing Awareness of Asian American Parenting and Parent-Child Relationships.

152 Horace
Mann Hall

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

Nicole Shewey, B.A., Antioch University - New England, Keene, NH

Thomas Ledoux, B.A., Antioch University - New England, Keene, NH

Melissa Boudreua, M.A., Antioch University - New England, Keene, NH

Kaylee Curilla, B.A., Antioch University - New England, Keene, NH

Katie Randall, B.A., Antioch University - New England,

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Keene, NH

Perrin Tellock, M.A., Antioch University - New England,
Keene, NH

Marie Macedonai, B.A., Antioch University - New England,
Keene, NH

Ambimbola Afolayan, M.S., Antioch University - New
England, Keene, NH

Alyssa Lanza, B.A., Antioch University - New England, Keene,
NH

EDUCATIONAL OBJECTIVES:

- Participants will become aware of their own biases regarding parenting and parent-child relationships
- Participants will become aware of Asian American parenting and the relationships that Asian Americans have with their children
- Clinical recommendations will include psychoeducation for immigrant families and their therapists; empathy and understanding surrounding the immigrant generation; responsibility taken by children and parents; acquiring skills via role playing and solution focused exercises; clients and therapists making informed decisions about the effects of acculturative family distancing (AFD); adapting psychotherapy to include culturally relevant information and interventions; and being aware of stereotypes
- Research recommendations will include research on the prevalence of child-parent acculturation problems in Asian American families, AFD research using longitudinal research methodology, and intervention studies relating to treatment and its efficacy

DESCRIPTION:

Adjective Collections will consist of three parts: (1) a small group discussion, (2) a large group adjective collection activity, and (3) large group discussion of the activity with excerpts from Amy Chua's *Battle Hymn of the Tiger Mother*, research explanations, and clinical recommendations.



***Addressing Multicultural Perspectives on Whiteness
in a Mostly White Classroom: Faculty and Student
Perspectives on Practice and Outcomes***

539 Grace
Dodge Hall

Sherwood Smith, Ed.D., University of Vermont, Burlington,
VT

Renee M. Begnoche, B.S., Norwich University, Northfield, VT

Hillary H. Holmes, University of Vermont, Burlington, VT

EDUCATIONAL OBJECTIVES:

- Presentation of a tool for raising awareness of White identity issues for students in the classroom setting.
- Explain pedagogical framework and demonstrate facilitation methods appropriate to the content, instructor's identity and student audience.
- Provide concrete examples of the outcomes of pedagogy from past students' analyses and reflections on the experience and content

DESCRIPTION:

This session will benefit teachers who wish to gain resources for addressing Whiteness as a focus of inquiry for their learners. Focus is placed on the classroom as well as tools for introducing developmental and race theory. The session will provide: examples, developmental frameworks and discussion. It assumes a basic understanding of culture, race and privilege. The workshop will also describe methods for teaching theories.



12:00 PM – 12:50 PM

Papers	<i>Lessons Learned: Understanding the Meaning of Internationalization of Counseling</i> Changming Duan, Ph.D., University of Kansas, Lawrence, KS	Milbank Chapel (125 Zankel Hall)
	<i>Challenges for Women and Families in Family Court: Transformations for Clinical and Legal Settings</i> Julie R. Ancis, Ph.D., Georgia State University, Atlanta, GA	138 Horace Mann Hall
	<i>Acculturation and Life Satisfaction among West African Immigrants in the U.S.</i> Nicole L. Fischer, M.S., Virginia Commonwealth University, Richmond, VA	148 Horace Mann Hall
	<i>Whites on Whiteness: Excursions in White Family Racial and Ethnic Socialization</i> Eleonora Bartoli, Ph.D., Arcadia University, Glenside, PA Howard Stevenson, Ph.D., University of Pennsylvania, Philadelphia, PA Rachel Shor, M.A., Women Organized Against Rape, Philadelphia, PA	424 Horace Mann Hall
Symposia	<i>The Impact of Racial Microaggressions on Physical and Mental Health: A Review of Quantitative Research</i> Kevin L. Nadal, Ph.D., CUNY - John Jay College of Criminal Justice, New York, NY David P. Rivera, M.S. Teachers College, Columbia University, New York, NY Katie Griffin, 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	150 Horace Mann Hall

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A Critical Review of Health Disparities in American Indian Communities: A Look at the Influence of Cumulative Trauma on Health Status

461 Grace
Dodge Hall

Andrea Nael, M.Ed., Boston University Medical Center,
Boston, MA

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

Tradition-based Approaches to Justice: An Ethno-gendered Exploration of Community Reintegration and Trauma Recovery among Burundian Women Ex-combatants

541 Grace
Dodge Hall

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

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

Roundtable

Fear and Loathing: Working with Undocumented Clients in the Age of “Illegals”

365 Grace
Dodge Hall

Alberto M. Bursztyn, Ph.D., CUNY – Brooklyn College,
Brooklyn, NY

Maria Scharron del Rio, Ph.D., CUNY – Brooklyn College,
Brooklyn, NY

Sally Robles, Ph.D., CUNY – Brooklyn College, Brooklyn, NY

Tiphonie Gonzalez, Ph.D., CUNY - Brooklyn College,
Brooklyn, NY

SUB-THEMES:

- Clinical issues and perspectives – the risk of self-disclosure and the attending responsibility of the counseling psychologist
- Training concerns – developing awareness, knowledge and skills to work with undocumented populations



LUNCH

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

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

1:00 PM – 2:30 PM

Pathways to Publication

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 Multicultural Counseling and Development
Journal of Negro Education
The Counseling Psychologist
Harvard Educational Review

Private
Dining Room
(Ground
Floor of
Grace Dodge
Hall)

2:00 PM – 2:50 PM

Papers

Working Across Cultural Borders: Examples from Haiti

Guerda Nicolas, Ph.D., University of Miami, Miami, FL

Milbank
Chapel (125
Zankel)

Hybrid Identities and Literacies: Muslim Bangladeshi-American Women's Responses to Culturally Relevant Literature

Uzma Akhand Hossain, Teachers College, Columbia University New York, NY

365 Grace
Dodge Hall



The Manifestation of Microaggressions in Institutional Climates: Race, Gender & Sexual Orientation

150 Horace
Mann Hall

Derald W. Sue, Ph.D., Teachers College, Columbia University, New York, NY

Paving a Path Toward Social Justice Advocacy: School and Community Based Interventions for LGBTQ Youth

144 Horace
Mann Hall

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

Alexis Garfield, Ph.D., CUNY - Hunter College, New York, NY

Symposia

Professing to Transgress: Black Faculty and Staff Navigating Predominantly White Institutional Contexts

449 Grace
Dodge Hall

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

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

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

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

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

Lonnie J. Booker, Ph.D., Texas A&M University, College Station, TX

Aesthetics of Civility on Campus: Building a Supportive and Caring Campus Community

138 Horace
Mann Hall

Jeffrey A. Barnett, M.A., Stony Brook University, Stony Brook, NY

Jerrold L. Stein, Ph.D., Stony Brook University, Stony Brook, NY

Denise Degenerro, BA, Stony Brook University, Stony Brook, NY



Coming Out or Staying In: Disclosure and Dimensions of Identity in Therapy

148 Horace
Mann Hall

Ian Z. Pervil, M.A., CUNY - The Graduate Center, New York, NY

Elizabeth Freidin Baumann, M.A., CUNY - The Graduate Center, New York, NY

Gabrielle F. Cione, M.A., CUNY - The Graduate Center, New York, NY

Alice Mangan, M.S., M.A., CUNY - The Graduate Center, New York, NY

Roundtables

Social Justice for Immigrant and Refugee Populations

539 Grace
Dodge Hall

Ia Xiong, B.A., University of Wisconsin – Milwaukee, Milwaukee, WI

Ashley Kies, M.S., University of Wisconsin - Milwaukee, Milwaukee, WI

Michelle Parisot, M.S., University of Wisconsin - Milwaukee, Milwaukee, WI

SUB-THEMES:

- Barriers that immigrant and refugee populations face
- Changes to meet the needs of immigrant and refugee populations
- Challenges of social justice advocacy work with immigrant and refugee populations
- Solutions on how to overcome the challenges of social justice advocacy work

Using Innovative Strategies to Promote Mental Health Service Utilization for Youth and Families in Marginalized Communities

541 Grace
Dodge Hall

Johnathan Duff, M.A., University of Miami, Miami, FL

Whitney Gealy, B.A., University of Miami, Miami, FL

Mikaela Elam, B.A., University of Miami, Miami, FL

Billie Schwartz, M.A., University of Miami, Miami, FL

SUB-THEMES:

- Ethical and culturally relevant ideas for engaging traditionally marginalized communities
- Innovative strategies for implementing sustainable and effective mental health services for these groups

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2:00 PM – 3:50 PM

Workshop

So You Think You Can Work With African American Clients?: Real Cases from White Female Interns Test Their Limits

461 Grace
Dodge Hall

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

Frances Hahn, M.Ed., JFK Behavioral Health Center, Inc.,
Philadelphia, PA

EDUCATIONAL OBJECTIVES:

- Participants will be able to identify covert racially embedded language in African American disclosures to White counselors (i.e. avoidance, denial and distraction)
- Participants will be able to discuss the hidden dimensions of ethnic markers used by African Americans to test credibility of White therapists
- Participants will be able to practice ineffective and effective responding skills using role play as a medium to learn how to build therapeutic alliance
- Participants will be able to use self-in-relation to communicate authenticity and ego strength in the early phases of the relationship
- Participants will be able to recognize racially loaded client messages and learn how to respond to them in a way that enhances the therapeutic relationship

DESCRIPTION:

Educational content will include: 1) A brief overview of Critical Race Theory (CTR), Social Justice Theory (SJT), Self-Relation Theory and how these theoretical models inform practice; 2) Community life for many urban working class poor African Americans in the Northeast: Three internship profiles - an urban public school, a victim's rights organization, and a community mental health center; 3) A brief review of current research - training therapists to work with African American clients; 4) Hunt's Multicultural Competence training approach to skill development for the White therapist.

Friday, February 24, 2012



3:00 PM – 3:50 PM

Papers

***Decolonizing International Border Crossings:
Feminist Psychologists and Peace Workers
Collaborating at the Fault Lines***

Milbank
Chapel (125
Zankel)

Kathryn Norsworthy, Ph.D., Rollins College, Winter Park, FL

***Toward An Innovative Method to the Pedagogy of
Privilege: Transforming Guilt into Action***

365 Grace
Dodge Hall

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

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

***Lesbian, Gay Male, Bisexual, and Queer (LGBQ)
College and University Faculty Members Disclosing
their Sexual Orientation in their Classrooms***

138 Horace
Mann Hall

Janice M. Orlov, Ed.D., University of Pennsylvania,
Philadelphia, PA

***Successful Educational Pathways: Complicated
Identities, Lessons From Dominican Students***

541 Grace
Dodge Hall

Monika Son, M.Ed., CUNY – The Graduate Center, New
York, NY

***Understanding and Addressing the Mental Health
Needs of Unaccompanied Immigrant Children in
Removal Proceedings: Lawyers' Role as a Conduit to
Mental Health Services***

144 Horace
Mann Hall

Charles D.R. Baily, M.A., Teachers College, Columbia
University, New York, NY



Roundtables

Managing the Self-Disclosure of LGBT-Identified International Students: Challenges and Future Directions

140 Horace
Mann Hall

Wenxu Xu, M.A., University of Missouri - Columbia,
Columbia, MO

Hung Chiao, M.Ed., University of Missouri - Columbia,
Columbia, MO

SUB-THEMES:

To identify:

- International LGBT trainees' experiences and perspectives of whether or not to disclose sexual identity (DSI) in a variety of settings, especially clinical placements and classroom discussion
- Ethical issues and challenges that are accompanied by DSI
- An agenda for future research and clinical training

The Psychological Impact of Christian Colonialization Upon Native Americans

148 Horace
Mann Hall

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

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

Shannon Beach, MHR, University of Oklahoma, Norman, OK

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

Casey Beveridge, M. Ed., University of Oklahoma, Norman, OK

Avy Skolnik, B.A., Teachers College, Columbia University, New York, NY

SUB-THEMES:

- History of Christian colonialization with Native Americans
- Range of participants, tribes and acculturation
- Stress related to pressures of religious acculturation
- Types of responses – acceptance, adaptation and reaction



3:00 PM – 4:50 PM

Workshops

Validity Gone Astray: Cross-cultural and National Solutions

449 Grace
Dodge Hall

Lawrence H. Gerstein, Ph.D., Ball State University, Muncie, IN

EDUCATIONAL OBJECTIVES:

- To learn different research methods to investigate one or more cultures
- To acquire an understanding of the basic concepts and methods linked with cross-cultural validity including equivalence, bias, and translation procedures
- To gain experience evaluating the cross-cultural validity of psychological theories or measurement devices
- To understand the importance of establishing cross-cultural validity in research and practice when working locally and internationally

DESCRIPTION:

This workshop will focus on the basic concepts and methods linked with cross-cultural validity including equivalence, bias, and translation procedures. Implications for engaging in research and practice in local and international contexts will be discussed and explored through didactic and experiential activities.

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

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understanding of the conceptual pillars that support their work in conceptualizing, assessing and treating the mental health needs of African American clients.

Adaptation Strategies for Interpersonal Psychotherapy (IPT) for Under-Resourced Regions in Uganda and India

152 Horace
Mann Hall

Helen Verdeli, Ph.D., Teachers College, Columbia University,
New York, NY

EDUCATIONAL OBJECTIVES:

To educate the audience about:

- Basic principles and strategies of IPT
- Procedures for cultural adaptation of content and training of IPT for depression in community (Uganda) and primary care settings (India)

DESCRIPTION:

This two-hour workshop will focus on describing the procedures of evaluating and treating depression in culturally relevant ways in: 1) communities in southwest Ugandan, and 2) primary care settings in Goa, India. The treatment used was a psychotherapeutic approach, IPT, which has shown efficacy in Western countries for treatment of depression in adults and adolescents, and has been adapted for cultural relevance for Ugandan and Indian populations. IPT was tested in randomized controlled trials in both settings and showed feasibility, acceptability, and effectiveness. The workshop will focus on how depression was expressed in people from those two regions, and how group IPT was adapted regarding: 1) its content and manualization process; 2) training of the non-specialist facilitators, who were lay people in Uganda and Community Health Workers in India; and 3) supervision of the facilitators and development of a sustainable infrastructure.

Transformational Movement and Reflection: A Pathway to Increased Consciousness of Mind and Body

424 Horace
Mann Hall

Kellie Kirksey Augustin, Ph.D, LPCC-S, Malone University,
Canton, OH

EDUCATIONAL OBJECTIVES:

- Explore the importance of wellness for practitioners
- Practice breathwork for relaxation and activation
- Engage in sustainable energetic practice
- Create a self-care plan

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DESCRIPTION:

As we educate, promote ideas and strive for our myriad of social causes it is critical that we take time out to attend to our inner life. We must cultivate the life of the mind on a conscious level if we are to continue on our journey as healthy, balanced, multicultural educators, counselors and students of the world. This two-hour experiential workshop will allow participants to engage in a variety of practices that promote increased relaxation, self awareness and stress reduction. Through dynamic movement, breathing techniques and mindfulness activities, participants will be able to create a palette of wellness strategies for use with students, clients and more importantly, one's own personal practice.

Beyond Borders: Transforming Lives Through Traditions and Innovations

539 Grace
Dodge Hall

Judith Durham, APRN, Ph.D., NCC, ACS, LPC, Saint Joseph College, West Hartford, CT

Barb Andrews Ph.D., LPC, NCC, Adams State College, Alamosa, CO

Susan Lester, M.A., Old Dominion University, Norfolk, VA

EDUCATIONAL OBJECTIVES:

Participants will:

- Be introduced to a developing nation's culture
- Become familiar with current Bhutanese mental health practices
- Be instrumental in creating innovative pathways for change

DESCRIPTION:

When a remote Himalayan Buddhist kingdom is catapulted into the 21st century, signs of stress, dis-ease and pain are common occurrences. Centuries old traditional forms of healing such as rituals, chants, herbals and pilgrimages to monasteries are often insufficient in fighting the demons created by entering a strange new era and impetuous development. Even escape through numerous festivals, dancing, and the celebratory native nectar called *ara* provides little long term relief. Fifteen years ago, Bhutan had virtually no contact with the world outside its borders, no radio, no TV and no internet. Now with rapid economic development, it is experiencing urban migration, loss of its conjoint familial structure, and psychosocial problems especially substance abuse, domestic violence, somatization disorders, and depression. In this workshop the presenters will describe an innovative and challenging venture to begin to establish the profession of Counseling in Bhutan. This advocacy effort, sponsored by the National Board of Certified Counselors International (NBCC-I) was at the invitation from the

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Royal Government of Bhutan. In their attempt to promote gross National Happiness, Bhutanese leaders appreciate the focus on wellness that counseling provides, rather than attending to pathology. Research will also be shared documenting a five-fold increase over the past ten years in new psychiatric cases treated at the only hospital providing mental health services

4:00 PM – 4:50 PM

Papers	<i>Socio-Structural Influences on the Work Participation of Refugees</i> Elias Mpofu, Ph.D., University of Sydney, Australia	Milbank Chapel (125 Zankel)
	<i>Exploring African American College Students' Attitudes Toward Domestic Violence</i> Sha'kema Blackmon, Ph.D., University of Memphis, Memphis, TN	365 Grace Dodge Hall
Symposium	<i>Cultural Dynamics in Supervisory Relationships: Gender Events, Value Orientations, & Case Analysis</i> Kwong-Liem Kwan, Ph.D., San Francisco State University, San Francisco, CA Rebecca Toporek, Ph.D., San Francisco State University, San Francisco, CA Kristen N. Bertsch, Lehigh University, Bethlehem, PA	140 Horace Mann Hall
Roundtable	<i>Exploring the Psychological Impact of Legal Status on Undocumented Immigrants</i> Elizabeth Hernandez, M.S., Teachers College, Columbia University, New York, NY	144 Horace Mann Hall

SUB-THEMES:

- How do clinicians identify legal status?
- What are the observed risk/resilience factors of this population?
- What clinical modalities have been effective/ineffective in addressing the needs of this population?

Friday, February 24, 2012



Saturday, February 25, 2012

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

8:30 AM – 9:20 AM *Registration & Refreshments* 179 Grace Dodge Hall

8:30 AM – 5:00 PM *Book Fair* 177 Grace Dodge Hall

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

9:30 AM – 10:00 AM *Musical Performance by FUNKADESI* Cowin Auditorium (147 Horace Mann)



The 6-Time Award-Winning FUNKADESI blends Indian music (**bhangra, bollywood, folk**) with **reggae, funk, and Afro-Caribbean** grooves. The Chicago-based band's "one-family" vibe makes for an enthralling live show. Funkadesi has even caught the attention of **President Barack Obama**, who notes: "Funkadesi really knows how to get the crowd fired up! There's a lot of FUNK in that DESI!"

Email: info@funkadesi.com
Website: www.funkadesi.com

Saturday, February 25, 2012



10:00 AM – 12:15 PM

Plenary Session

Welcome/ Introductory Comments

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

Cowin Auditorium
(147 Horace Mann)

Session Introduction

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

Hope for Hard Work and Looking for a Better Life: "Welcome to English Class and Our Neighborhood" Needs to Replace "Show Me Your Papers"

Linda M. Forrest, Ph.D., University of Oregon, Eugene, OR

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

Elias Mpofu, Ph.D., D.Ed., CRC, University of Sydney, Australia

Azara L. Santigo-Rivera, Ph.D., The Chicago School of Professional Psychology, Chicago, IL

FACILITATOR:

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

Audience Questions & Interaction

The Plenary Session is sponsored by The California School of Professional Psychology (CSPP) at Alliant International University

12:30 PM – 1:30 PM

LUNCH

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

12:30 PM – 2:00 PM

Pathways to Practice

Join an informal luncheon, facilitated by Milton A. Fuentes, Psy.D. to discuss strategies for establishing culturally competent practice.

Private Dining Room (Ground Floor of Grace Dodge Hall)

Saturday, February 25, 2012



1:30 PM – 2:20 PM

Student Scholarship Poster Session

Cafeteria
(Ground Floor
of Grace
Dodge Hall)

Thanks to Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, and Charlene M. Alexander, the editors of *The Handbook of Multicultural Counseling* (2010, 3rd edition), a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 29 scholarship recipients were selected based on their poster proposal submissions. This poster session is in honor of their work in the fields of cultural psychology and education.

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

A Look at Ethnic Identity, Bullying, and Subjective Well-Being in an Urban Youth Sample

Kristen Adams, M.Ed., Loyola University Chicago, Chicago, IL

Fatma Aydin, M.A., Loyola University Chicago Chicago, Chicago, IL

Michael Knoll, M.A., Loyola University Chicago, Chicago, IL

Kathleen Kordesh, M.S., Loyola University Chicago, Chicago, IL

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

Skin Tone and Psychological Health Outcomes in a South Asian American Sample

Ranjit Bhagwhat, M.S., Rutgers University, Newark, NJ

Transformation and Empowerment Through A Digital Photography Intervention

Kristen Lees, New York University, New York, NY

Emily Sharp, M.A., New York University, New York, NY



Student Scholarship Poster Session (continued)

The Impact of Microaggressions Training and Intergroup Contact on Trainees' Cultural Competence and Color-Blind Attitudes

Carissa Chambers, B.A., Teachers College, Columbia University, New York, NY

Marianne G. Dunn, Ph.D., Teachers College, Columbia University, New York, NY

Impact of Racial Microaggressions on Asian Americans: An Experimental Study

Jessica M. Benson, University of California – Davis, Davis, CA

Gloria Wong, M.A., University of California – Davis, Davis, CA

"What Makes Life Good?" Understanding and Developing a Quality of Life Measure for Alaska Native UAF Students Using a CBPR Approach

Dinghy Kristine Sharma, M.A., University of Alaska – Fairbanks, Fairbanks, AK

Ellen D.S. Lopez, M.P.H., Ph.D., University of Alaska – Fairbanks, Fairbanks, AK

Debbie Mekiana, M.A., University of Alaska – Fairbanks, Fairbanks, AK

Enhancing Cultural Sensitivity Among College Students through Innovative Cultural Learning

Karen Guo, M.A., Teachers College, Columbia University

Guo-Tsai Hung, Ph.D., National Taichung University of Science and Technology, Taiwan

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

Sense of Community and Psychological Well-Being amongst Haitian Immigrants Living in the US

Kahaema Byer, M.S., University of Miami, Miami, FL



Student Scholarship Poster Session (continued)

South Asian Immigrant Women: Barriers to Disclosure and Help-Seeking for Intimate Partner Violence

Munni Deb, B.S., University of Iowa, Iowa City, IA

White Students' Racial Affect: Are Antiracist Whites Different than their Non-Antiracist Peers?

Kathleen Kordesh, M.S., Loyola University, Chicago, IL

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

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

Interracial Dating Patterns in the Latino Community

Caroline Aileen Fernandes, M.A., Northeastern University, Boston, MA

Collective Coping with Trauma in the Aftermath of the 2010 Earthquake in Haiti: The Role of Family, Faith and Community

Lauren E. Smith, Ed.M., University of Miami, Miami, FL

Billie S. Schwartz, M.A., University of Miami, Miami, FL

Guerda Nicolas, Ph.D., University of Miami, Miami, FL

Black Women and Resilience

Terri Hughes-Houston, M.A., Adelphi University, Garden City, NY

Ayisyen ede Ayisyen: Community-Capacity Building through the Haitian Diaspora and International Aid

Casta Guillaume, B.A., University of Miami, Miami, FL



Student Scholarship Poster Session (continued)

(Pre)contemplative Gay Fathers: Examining the Impact of Gender Role Conflict and Internalized Homonegativity in Motivation to Parent

Matthew Robinson, M.S., Teachers College, Columbia University, New York, NY

Intersections Between Ethnicity and Immigration: Measurement of Expressed Emotion among Chinese Immigrant Relatives of People with Schizophrenia

Joyce W. Yung, M.A., M. Soc. Sci., Teachers College, Columbia University, New York, NY

Promoting Development of Cultural Capital: An Intervention Study for the Retention of Latino College Students at a Predominantly White University

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

Manuel Ramirez III, Ph.D., University of Texas at Austin, Austin, TX

Displacement and Belonging for Ibyangin: The Personal Journey of Discovery and the Decision to Return to South Korea

Jason Reynolds, M.S., CAGS, Fordham University, Bronx, NY

Christina Lecker, M.Ed., Fordham University, Bronx, NY

An Exploration of the Role of Perceived Social Support, Coping and Resilience in the Academic Motivation of Parentified Black College Students

Tawanna T. Gilford, Ed.M., SUNY - University at Buffalo, Buffalo, NY



Student Scholarship Poster Session (continued)

***Comparing Racial Identity Assessment Methods
Using Racial Identity Attitude Endorsements
Versus Racial Identity Profile Clusters***

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

Karen Suyemoto., University of Massachusetts – Boston,
Boston, MA

***"Face" and the Manifestation of Stigma Among
Chinese Immigrants with Schizophrenia: A
Qualitative Investigation***

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

Nina M. Huynh, B.A., Columbia University, New York,
NY

Mariella C. Saavedra, B.A., Teachers College, Columbia
University, New York, NY

***Through the Diamond Threshold: Promoting
Cultural Competency in Understanding
American Indian Substance Abuse***

Craig Cruzan, B.A., University of Oklahoma, Norman,
OK

Elizabeth Terrazas-Carillo, M.A., University of
Oklahoma, Norman, OK

Erin Woike, M.A., University of Oklahoma, Norman,
OK

***Breaking the Boundaries of Stigma against
Chinese Immigrants with Mental Health
Problems***

Jiao Li, M.A., Teachers College, Columbia University,
New York, NY

Ming Tu, M.A., Teachers College, Columbia University,
New York, NY

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



Student Scholarship Poster Session (continued)

Native American Family Resiliency

Brad Stennerson, M.A., University of Oklahoma,
Norman, OK

Deborah Dorton, B.A., University of Oklahoma,
Norman, OK

Aaron Jennings, M.A., University of Oklahoma,
Norman, OK

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

David Martin, M.A., Colorado Christian University,
Lakewood, CO

Heather Puckett, M.A., University of Oklahoma,
Norman, OK

Conceptualizing the Development of Multicultural Counseling Competence Among Beginning Counselor Trainees

Amelia Dean Walker, M.A., Boston College, Chestnut
Hill, MA

Denise Marques, B.A., Boston College, Chestnut Hill,
MA

Impact of Immigration and Westernization on Explanatory Models of Schizophrenia Among Chinese Immigrant Families

Ming-Che Tu, B.A., Teachers College, Columbia
University, New York, NY

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

Huiting Liu, M.A., VA Boston Healthcare System, West
Roxbury, MA

Bounding Borders and Saving Lives: An Innovative Perspective on Culturally Congruent Healing for Latinas with Breast Cancer

Patricia Monterossa, M.A., The Chicago School of
Professional Psychology, Chicago, IL

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



Student Scholarship Poster Session (continued)

***The Impact of Racial Socialization on
Microaggression and Race-Related Stress in
Asian American College Students***

Kimberly Davalos, M.S., San Francisco State University,
San Francisco, CA

James Millan, M.S., San Francisco State University, San
Francisco, CA

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

***Exploring the Relation between Acculturation
and Internalizing Symptomatology in Latino
Youth***

Natalia Gil, B.A., Teachers College, Columbia
University, New York, NY

Sisi Guo, B.A., University of California - Los Angeles,
Los Angeles, CA

Ana Ugueto, Ph.D., Ohio State University, Columbus,
OH

Sara Kate Bearman, Ph.D., University of Texas at
Austin, Austin, TX

Antonio Polo, Ph.D., DePaul University, Chicago, IL

John Weisz, Ph.D., Harvard University, Cambridge, MA



2:30 PM – 3:20 PM

Papers

Reducing Mental Health Disparities: Preliminary Findings from a Brief, Anti-Stigma Intervention for Chinese Immigrant Relatives of Individuals with Psychosis

Milbank Chapel (125 Zankel)

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

The Effects of Cumulative Risk and Protection on Problem Behaviors for Youth in an Urban School-Based System of Care

449 Grace Dodge Hall

Melissa L. Whitson, Ph.D., University of New Haven, West Haven, CT

Joy S. Kaufman, Ph.D., Yale University, New Haven, CT

Ethnic Identity, Perceived Discrimination, and Hometown Associations for Yucatec Maya Immigrant Adolescents in California

152 Horace Mann Hall

Saskias Casanova, Ph.D., New York University, New York, NY

Capoeira in Vale das Pedrinhas: Community-Based Education and Early Processes of Afro-Brazilian Identity Formation

279 Grace Dodge Hall

Rafael Julio Corvera Hernandez, M.A., University of California - Santa Barbara, Santa Barbara, CA

Symposia

Intersecting Cultural Identities: Faculty and Students in Multicultural Competence Training

138 Horace Mann Hall

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

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

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

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The Use of Inter-Group Dialogues to Engage Students in Diversity Education, Collaboration, and Scholarship

465 Grace
Dodge Hall

Cheryl Warner, Ph.D., Clemson University, Clemson, SC

Jeff Kenney, M.Ed., Clemson University, Clemson, SC

Leasa Evinger, M.Ed., Clemson University, Clemson, SC

Man on the Margin: Beyond the Border of Black Sexuality Research

535 Grace
Dodge Hall

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

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

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

Zalika Cobb, Howard University, Washington, DC

Roundtables

Dismantling Boundaries between Disciplines to Support Diverse Student Populations

541 Grace
Dodge Hall

Lyssa Palu-Ay, MFA, Massachusetts College of Art & Design, Boston, MA

LeLaina Romero, Ph.D., Massachusetts College of Art & Design, Boston, MA

Betsy Smith, Psy.D., Massachusetts College of Art & Design, Boston, MA

SUB-THEMES:

- Creating programming that supports well-being needs and academic progress
- Dual and multiple relationships for counselors engaging in both outreach and counseling
- Working with faculty and staff to create a safety net and supportive environment for all students
- Training needs for counseling students from diverse racial, cultural, and social class backgrounds

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Cultural and Psychosocial Variables related to College Adjustment

144 Horace
Mann Hall

Paige H. Fisher, Ph.D., Seton Hall University, South Orange, NJ

Susan A. Nolan, Ph.D., Seton Hall University, South Orange, NJ

Peggy Brady-Amoon, Ph.D., Seton Hall University, South Orange, NJ

Jonathan P. Rust, Ph.D., State University of New York at New Paltz, New Paltz, NY

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

SUB-THEMES:

- Social adjustment to college
- Influences of adjustment in academic performance
- Cultural identity, academic achievement and retention
- Religious affiliation in college adjustment

2:30 PM – 4:20 PM

Workshops

Using a Social Justice Model to Implement Systemic Change in a Training Program: Voices from the Edge

457 Grace
Dodge Hall

Matthew LeRoy, M.A., Illinois School of Professional Psychology, Chicago, IL

Mamta Dadlani, M.S., University of Massachusetts – Amherst, Amherst, MA

Cyndy Boyd, Ph.D., University of Pennsylvania, Philadelphia, PA

Batsirai Bvunzawabaya, B.A., Auburn University, Auburn, AL

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

Jerome Farrell, Ph.D.

Jeremy Cohen, M.A., Temple University, Philadelphia, PA

EDUCATIONAL OBJECTIVES:

- To present a case example using a social justice model to infuse social justice values into a university counseling center
- To help participants identify resources and barriers when implementing social justice approaches in their

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organizations

- To help participants identify an action plan attentive to privileged and marginalized social identities

DESCRIPTION:

The workshop will help participants identify how to implement models of integrating social justice into training and service delivery in their organizations. Through the use of case examples, role-plays, and small group discussion, participants will identify common barriers to empowering marginalized voices when implementing social justice efforts, and identify resources and strategies to implement similar change in their organizations.

Teaching Multicultural Competence: Traditions, Difficulties, and Innovations

150 Horace
Mann Hall

Frances K. Trotman, Ph.D., Monmouth University,
West Long Branch, NJ

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

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

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Community Voices: PAR Teams and their Experiences

363 Grace
Dodge Hall

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

Stephanie Dykema, B.A., Teachers College, Columbia University, New York, NY

Blanka Angyal, B.A., Teachers College, Columbia University, New York, NY

Lisette Sanchez, B.A., Teachers College, Columbia University, New York, NY

Carolina Corrales, B.A., Teachers College, Columbia University, New York, NY

Caroline Schwarzkopf, B.A., Teachers College, Columbia University, New York, NY

Anna Gurgenidze, B.A., Teachers College, Columbia University, New York, NY

PAR co-researchers, The Educational Alliance NORC (Naturally-Occurring Retirement Community, New York, NY and A. Philip Randolph High School, New York, NY

EDUCATIONAL OBJECTIVES:

- To elucidate the philosophy and process that describes community-based participatory research
- To illustrate the diverse experiences, activities, and products that constitute the elements – participation, action, and research -- of PAR
- To help attendees consider how participatory elements can be integrated within their practice

DESCRIPTION:

One project team consists of three TC students who have partnered with a group of senior citizens (aged 60 and over) who belong to the Lower East Side NORC. This team, called "Our Views, Our Voices", began collaborating in September 2009 and is currently collecting data in a survey research project. The purpose of this study is to learn the reasons that prevent seniors from connecting with local opportunities and programs, and to inform the broader community about the resources available to them in the neighborhood.

The second team is an international PAR group that started as collaboration between our research team and the members of Fundacion Ana Margarita in Medellin, Colombia. The team has been meeting via Skype since May, and has worked together toward the development of a business based on social justice and women-empowering principles. The women in the group have shared their life stories, as well as the circumstances that

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the Colombian co-researchers have survived in order to support their families in the context of poverty. Today, they have started a company named "Renacer Empresarial" (Entrepreneurial Rebirth) and they are in the process of launching their own brand of jewelry and accessories called "SuperArte."

The third team is composed of New York City high school students along with two members of our research team. This PAR team is the newest of the three, and they will present the early experiences and hopes of a young group of researchers who are learning about PAR and moving toward the action phase of their project.

Beyond Borders of Oppression: Developing Critical Consciousness In Youth

140 Horace
Mann Hall

Anita J. Thomas, Ph.D., Loyola University Chicago, Chicago, IL

Fatma Aydin, M.A., Loyola University Chicago, Chicago, IL

Kristen Adams, M.A., Loyola University Chicago, Chicago, IL

Laura Barsigian, B.S., Loyola University Chicago, Chicago, IL

Ewane Ewune, Loyola University Chicago, Chicago, IL

Jessica Stegmeier, B.S., Loyola University Chicago, Chicago, IL

Meaghan Rowe-Johnson, B.A., Loyola University Chicago, Chicago, IL

Chih-Ting Chang, M.Ed., Loyola University Chicago, Chicago, IL

EDUCATIONAL OBJECTIVES:

Participants will be able to:

- Understand critical consciousness development
- Develop and implement psychoeducational programs to promote critical consciousness
- Implement and assessment tool to evaluate growth in youth

DESCRIPTION:

This workshop will present prevention programs designed to promote critical consciousness processes in youth. The workshop will discuss how young people critically assess issues such as oppression and discrimination, and how their understanding leads to their views of themselves, their community, and community involvement or activism. The workshop will present techniques and

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exercises which encourage youth to challenge racism, sexism, classism, ethnocentrism, religious intolerance, and homophobia. The workshop will help participants to understand the connection between critical consciousness and civic engagement, advocacy, and social action. Finally, the workshop will include a discussion of the Critical Consciousness Inventory, a measure used to measure growth and change in critical consciousness processes.

Multisystemic Structural Model for Therapists Working with Marginalized Families

281 Grace
Dodge Hall

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

Charles D.R. Baily, M.A., Teachers College, Columbia University, New York, NY

Jennifer J. Chang, M.S.Ed., Teachers College, Columbia University, New York, NY

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

Sinèad M. Sant-Barket, Ed.M., Teachers College, Columbia University, New York, NY

Avy A. Skolnik, B.A., Teachers College, Columbia University, New York, NY

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

EDUCATIONAL OBJECTIVES:

- Highlight the application of a multisystemic structural model for family therapists working with marginalized populations
- By the end of the workshop attendees will understand the basic philosophy of this model, how it informs clinical interventions, and the universalities and idiosyncrasies of working with marginalized families

DESCRIPTION:

This two-hour workshop describes the collaborative work of doctoral trainees enrolled in an advanced family therapy practicum course under the supervision of Dr. David Greenan. At the Dean Hope Center for Educational and Psychological Services, a community clinic located here at Teachers College, trainees work as a team with couples and families. Presenters will utilize videotaped material from sessions to highlight the application of a multisystemic structural model for family therapists working with

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marginalized populations. Specifically, the workshop will explore structural techniques designed to activate dormant strengths, rather than participating in the inadvertent disempowerment of families that outside involvement (e.g., by social services agencies) often creates. Attendees will be introduced to the basic philosophy of the multisystemic model, the phases of Structural Family Therapy, and the idiosyncrasies of the model as applied to work with marginalized families.

3:30 PM – 4:20 PM

Papers

A TCK Invasion? - Supporting Third Culture Kids In And Outside The Classroom

279 Grace
Dodge Hall

Dirk Jonathan Rodricks, M.S., University of Vermont,
Burlington, VT

Sherwood Smith, Ed.D., University of Vermont,
Burlington, VT

Symposia

Assessing Cross Cultural Counseling Competence: A Behavioral Perspective

449 Grace
Dodge Hall

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

Denise Park, M.A., University of Maryland, College
Park, MD

Marte Osvik-DeWilde, M.A., University of Maryland,
College Park, MD

Sue-Ann Beiruty, M.A., Mount Carmel Hospital, Malta

***From Traditional Psychotherapy to Cyberspace:
Exploring Internet-Based Therapies with
Immigrant and Underserved Populations***

152 Horace
Mann Hall

Farah Simone Brown, M.A., Howard University,
Washington, DC

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

Susana J. Ferradas, M.S.Ed., Howard University,
Washington, DC

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

Shirley St. Juste, M.Ed., Ed.S., Howard University,
Washington, DC

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Roundtables

Systemic Issues When Working With Immigrant Latina Clients

144 Horace
Mann Hall

Rebecca Rangel, M.A., M.Phil., LCAT, LMHC,
Teachers College, Columbia University, New York, NY

SUB-THEMES:

- Explore various racial cultural issues that are unique to the Latina immigrant experience
- Identify systemic issues that influence access to healthcare for Latina immigrants
- Identify therapeutic interventions that may be effective in working with Latina immigrants

Counseling Implications with Latino Immigrants

465 Grace
Dodge Hall

Michelle Parisot, M.A., University of Wisconsin-
Milwaukee, Milwaukee, WI

Marisela Lopez, M.A., University of Wisconsin-
Milwaukee, Milwaukee, WI

SUB-THEMES:

- Language
- Access to health and mental health services
- Oppression/discrimination – current immigration laws, lack of job opportunities, educational funding
- Incorporation of cultural values – inclusion of spirituality and religiosity, incorporation of values (e.g. Respeto/ Personalismo), encourage family participation (Familismo)

3:30 PM – 4:20 PM

Roundtable Reflections

Private Dining
Room (Ground
Floor of Grace
Dodge Hall)

True to the popular phrase ‘Counselor Know Thyself’, students in the field of counseling psychology often face a difficult and emotional journey of self-discovery. As attendees at the Winter Roundtable, we are constantly challenged to look at our own identities and how our different cultural formations shape our biases toward others—and toward ourselves. As a continuation from the Roundtable Reflections of previous years, we would like to offer an opportunity for all students and participants of the Winter Roundtable to share reactions from the events of the weekend. For many graduate students attending the conference, topics discussed may bring up strong emotional reactions that need to be processed. This informal discussion will give us all a space in which to

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process these reactions with each other, as well as to explore other topics of choice at a deeper level.

FACILITATORS:

Erinn Bernstein, M.A., Teachers College, Columbia University, New York, NY

Caroline Chu, M.A., Teachers College, Columbia University, New York, NY

4:45 PM – 5:30 PM	THE JANET E. HELMS MENTORING AWARD LECTURE <i>Pulling the Tiger's Tail: Scholarship and Advocacy</i> Alvin N. Alvarez, Ph.D., San Francisco State University, San Francisco, CA	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 <i>Social Justice Action Award</i> and the <i>Janet E. Helms Award for Mentoring and Scholarship</i> .	Cafeteria (Ground Floor of Grace Dodge Hall)



The 9th Annual Social Justice Action Award

Anthony J. Marsella, Ph.D., D.H.C., is Professor *Emeritus*, University of Hawaii, Honolulu, Hawaii. In his thirty-five year career with the University of Hawaii, he served as Professor of Psychology, Director of Clinical Psychology Training, Director of the WHO Psychiatric Research Center, Founder/Director of the Disaster Management and Humanitarian Assistance Program, and Senior Vice President of Academic Affairs. He has published fifteen edited books, and more than 240 book chapters, journal articles, book reviews, technical reports, and popular articles. His primary specialty research areas are (1) cultural/international studies of psychopathology and mental health service delivery, and (2) peace and social justice issues. He is the recipient of numerous national and international awards, including an honorary doctorate degree from the University of Copenhagen, presented in the presence of Queen Margritte. He has been a Visiting Professor in Australia, China, India, South Korea, and the Philippines, and a Visiting Lecture at numerous national and international universities and colleges. He is a Past President of Psychologists for Social Responsibility.

We are very pleased to present Dr. Anthony J. Marsella with the 9th Annual Social Justice Action Award.



The 22nd Annual Janet E. Helms Award for Mentoring and Scholarship

Alvin N. Alvarez, Ph.D., is the Associate Dean of the College of Health and Human Services and a Professor of Counseling at San Francisco State University where he trains masters-level students to be college counselors and student affairs practitioners. He completed his counseling psychology degree at the University of Maryland at College Park and his undergraduate work at the University of California at Irvine. His professional interests focus on Asian Americans, racial identity, and the psychological impact of racism. He is a former President of the Asian American Psychological Association (AAPA) and a recipient of the Early Career Award from AAPA as well as the Tanaka Memorial Dissertation Award from the American Psychological Association. His primary motivation in doing all of this is to do right by his daughters - Sabrina and Sophie - and to honor the sacrifices of his family and mentors.

We are honored to present Dr. Alvin N. Alvarez with the 22nd Annual Janet E. Helms Award for Mentoring and Scholarship.



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, along with two forthcoming books dealing with multicultural issues in counseling and psychology. She is the Editor of the Around the Winter Roundtable Forum in *The Counseling Psychologist* and 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 that developed the Integrative Training Model, a competency-based model integrating multiple aspects of diversity. Dr. Miville also helped to develop the Counseling Psychology Model Training Values Statement Addressing Diversity (<http://www.ccptp.org/trainingdirectorpage6.html>), and was among a group of authors who won the "2009 Major Contribution Award" for a series of articles about the statement published in *The Counseling Psychologist*. 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

Luisa Bonifacio, M.S.

Luisa Bonifacio is a second year doctoral student in Counseling Psychology at Teachers College, Columbia University. She obtained her M.S. in Teaching from Pace University, New York and worked as a middle school teacher in Brooklyn New York from 2005-2011. Luisa obtained her B.A. in Psychology from Temple University, Philadelphia. In addition to being a co-coordinator for the Winter Roundtable, Luisa is also a member of Dr. George Gushue's research team.

Jorja A.K. Redway, M.A.

Jorja Redway is a fourth 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.



INVITED SPEAKERS

Florence L. Denmark, Ph.D., *Pace University*

Florence L. Denmark is an internationally recognized scholar, researcher and policy maker. She received her Ph.D. from the University of Pennsylvania in social psychology and has 6 honorary degrees.

Denmark is the Robert Scott Pace Distinguished Research Professor of Psychology at Pace University in New York. She is also a consultant to the Graduate Program in Psychology at Touro College in New York and is a Past President of the American Psychological Association (APA), Eastern Psychological Association (EPA), the International Council of Psychologists (ICP) and Psi Chi. Dr. Denmark holds fellowship status in the APA, EPA and the Association for Psychological Science and is a Fellow of the Society for Experimental Social Psychology (SESP) and the New York Academy of Sciences. She has received numerous national and international awards for her contributions to psychology, including the 2004 American Psychological Foundation Gold Medal for Lifetime Achievement for Psychology in the Public Interest. In 2005, she received the Ernest R. Hilgard Award for her Career Contribution to General Psychology. Dr. Denmark was the recipient in 2007 of the Raymond Fowler Award for Outstanding Service to the APA. Also in 2007, Dr. Denmark was elected to the National Academies of Practice as a distinguished scholar member. She received the Elder Award at the APA National Multicultural Conference in 2009. In 2011 at the APA convention, Denmark received the Award for Outstanding Lifetime Contributions to Psychology. Denmark's most significant research and extensive publications have emphasized women's leadership and leadership styles, the interaction of status and gender, ageing women in cross-cultural perspective, and the history of women in psychology. Denmark was the main NGO representative to the United Nations for the APA and is currently the main NGO representative for the International Council of Psychologists. She is the immediate past Chair of the United Nations/New York NGO Committee on Ageing and serves on the Executive Committee of the UN NGO Committees on Ageing, Mental Health, and Family..

Changming Duan, Ph.D., *University of Kansas*

Changming Duan grew up in China and came to the United States as a graduate student. She earned her Ph.D. in social psychology and counseling psychology from University of Maryland at College Park. Her employment history includes being a faculty member in the APA-accredited counseling psychology programs at the University of Missouri in Columbia and the University of Missouri in Kansas City. Currently, she is an associate professor of counseling psychology at the University of Kansas. Her professional interests include understanding counseling and counselor training as multicultural phenomena in the U.S., and understanding cross-cultural issues in the development of the counseling profession in international communities. She has been actively involved in the Society of Counseling Psychology's internationalization efforts in recent years. She has collaborated extensively with Chinese colleagues in research and training. She co-directs, with a Chinese scholar, an international training and research center in China Central Normal University, where she is also a life-time guest professor.

Linda M. Forrest, Ph.D., *University of Oregon*

Linda M. Forrest is a Professor and Associate Director at the Center on Diversity and Community, University of Oregon. Forrest's scholarship focuses on ethics and professional training issues, specifically, trainees with professional competence problems as well as educators' conceptualizations of diversity variables and their influence their evaluations. Forrest served as President of the Society of Counseling Psychology and Coordinator of the 2008 International Counseling Psychology Conference. She has served as Chair of the APA Ethics Committee, on the APA Council of Representatives and as the associate editor of *The Counseling Psychologist*. Forrest is an APA Fellow in four divisions: 17, 35, 44, and 45. She has received numerous APA awards including the 2005 APAGS Department of the Year, 2007 APAGS Division of the Year, 2009 APA Division 35 Distinguished Mentoring Award, 2010 APA Division 17 Lifetime Mentoring Award, 2011 APA Distinguished Leader for Women in Psychology and 2011 APA Presidential Citation.

Saturday, February 25, 2012



Milton A. Fuentes, Psy.D., Montclair State University

Milton A. Fuentes received his MA in Psychology with a concentration in Latino Mental Health from Montclair State University and his Psy.D in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. He completed a pre-doctoral fellowship in clinical and community psychology at Yale University and directed a one-year epidemiological study at Columbia University. He is currently an Associate Professor at Montclair State University, a licensed psychologist in New Jersey and New York as well as the Director of the Clinical and Community Studies laboratory in the Psychology department. He is a founding member and former president of the Latino Psychological Association of New Jersey and the current President of the National Latino Psychological Association. Dr. Fuentes' interests are in the areas of Latino and multicultural psychology, child psychology and family psychology. He serves as a consultant to several schools and community-based programs, including the Puerto Rican Family Institute.

Lawrence H. Gerstein, Ph.D., Ball State University

Lawrence H. Gerstein is a George and Frances Ball Distinguished Professor of Psychology-Counseling, Director of Doctoral Training in Counseling Psychology, and Director of the Center for Peace and Conflict Studies at Ball State University (Muncie, Indiana). He earned his B.B.A. from Bernard Baruch College in New York, and M.A. in Rehabilitation Counseling and Ph.D. in Counseling and Social Psychology from The University of Georgia. Gerstein is co-editor of the *International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide*, *Essentials of Cross-Cultural Counseling*, and *Handbook for Social Justice in Counseling Psychology: Leadership, Vision, and Action*. He is a Fellow of the American Psychological Association (Divisions of Counseling Psychology, Peace Psychology, and International Psychology) and co-editor of The Counseling Psychologist-International Forum. He is a recognized expert in social justice, cross-cultural psychology, peace studies, Employee Assistance Programs, and mental health help-seeking attitudes and behaviors.

Frederick T. L. Leong, Ph.D., Michigan State University

Frederick T.L. Leong is Professor of Psychology at Michigan State University in the Industrial/Organizational and Clinical Psychology programs. He is also the Director of the Consortium for Multicultural Psychology Research at MSU. He has authored or co-authored over 200 journal articles and book chapters and also edited or co-edited 10 books. He is Editor-in-Chief of the *Encyclopedia of Counseling* (Sage Publications), the *Handbook of Multicultural Psychology* (APA Books), and also Editor of the Division 45 Book Series on Cultural, Racial and Ethnic Psychology. He is the Founding Editor of the *Asian American Journal of Psychology*. Dr. Leong is a Fellow of the American Psychological Association (Divisions 1, 2, 5, 12, 17, 29, 45, 52), the Association for Psychological Science, the Asian American Psychological Association and the International Academy for Intercultural Research. His major research interests center around culture and mental health, cross-cultural psychotherapy (especially with Asians and Asian Americans), cultural and personality factors related to career choice, work adjustment, and occupational stress. He is Past President of APA's Division 45 (Society for the Psychological Study of Ethnic Minority Issues), the Asian American Psychological Association, and Division 12 Section VI (Clinical Psychology of Ethnic Minorities) and Founding President of the Division of Counseling Psychology of the International Association for Applied Psychology. He received the APA Award for Distinguished Contributions to the International Advancement of Psychology as well as the Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology from APA's Division 12. He is also the recipient of the APA Division 45 Distinguished Contributions to Research Award, the Division 17 International Section's Lifetime Achievement Award, and the APA Minority Fellowship Program's Dalmás Taylor Distinguished Contributions Award.



Elias Mpofu, Ph.D., D.Ed., CRC, University of Sydney, Australia

Elias Mpofu is a Professor and Head of the discipline of rehabilitation counseling at the University of Sydney. Formerly Professor of rehabilitation services at the Pennsylvania State University, Dr. Mpofu is a leading researcher-educator on counseling people with disadvantage, vulnerability and survivorship in diverse community settings. His community oriented research earned three international awards in rehabilitation research from the USA National Institute of Disability and Rehabilitation Research (2008), National Council on Rehabilitation Education (NCRE), and the American Rehabilitation Counseling Association Research Award (2007). For his leadership in teaching, Professor Mpofu was awarded the Rehabilitation Educator of the Year Award by the NCRE in 2010. Professor Mpofu is Editor of the *Australian Journal of Rehabilitation Counselling* and the *Journal of Psychology in Africa*. He also serves on the editorial boards of several rehabilitation counselling related journals, including *Journal of Rehabilitation Administration*, *Rehabilitation Education*, *Rehabilitation Counseling Bulletin*, *Psychological Assessment*, and the *International Journal of Disability, Development and Education*. Dr Elias Mpofu is lead editor of *Assessment in Rehabilitation and Health* (Pearson: 2010) and *Rehabilitation and Health Assessment* (Springer, 2010). Recently he published a seminal edited book on *Counseling people of African ancestry* (Cambridge University Press: 2011).

Guerda Nicolas, Ph.D., University of Miami

Guerda Nicolas is Chairperson of the Educational and Psychological Studies Department and Associate Professor at University of Miami, School of Education and Affiliated Faculty with ISPRC. She obtained her doctoral degree in clinical psychology from Boston University. She completed her predoctoral training at Columbia University Medical Center and her postdoctoral training at the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry. As a multicultural (Haitian American) and multilingual psychologist (Spanish, French, and Haitian Creole), her research is reflective of her background and interests. Her current research focus is on the integration of race and culture and well-being for ethnically diverse and immigrant communities. Some of the projects Dr. Nicolas is currently working on include: spirituality across the lifespan among ethnic minorities, and culturally effective mental health interventions for ethnic minority adolescents, with a specific focus on immigrant children, adolescents, and families. In addition, she conducts research on social support networks of Caribbean populations with specific emphasis on Haitians. Dr. Nicolas has published several articles and book chapters and delivered numerous invited presentations at national and international conferences in the areas of women's issues, depression and intervention among Haitians, social support networks of ethnic minorities, and spirituality.

Kathryn Norsworthy, Ph.D., Rollins College

Kathryn Norsworthy is a counseling psychologist and Professor of Graduate Studies in Counseling, Rollins College, Winter Park, FL. For the past 15 years, she has been collaborating with local partners in feminist-activist research and practice projects in South and Southeast Asia focusing on trauma and peace building in areas of ethno-political conflict, women's leadership (particularly in the Burma democracy movement), HIV/AIDS, violence against women, and decolonizing collaboration across international borders. A Fellow of the American Psychological Association, Kathryn has received the APA Division of Counseling Psychology National Social Justice Award, the APA Division of International Psychology Outstanding International Psychologist Award and the Denmark-Reuder Award for Outstanding International Contributions to the Psychology of Women and Gender as well as the ACA Kitty Cole Human Rights Award. She has written numerous book chapters and articles and co-edited two recent volumes, *Essentials of Cross-Cultural Counseling* (2012) and *The International Handbook of Cross-Cultural Counseling* (2009), winner of the APA International Division 2010 Ursula Gielen International Book Award. In her home central Florida community, she is deeply engaged in activism toward achieving full civil rights for her lgbtq "family."



Gargi Roysircar-Sodowsky, Ed.D., Antioch University New England

Gargi Roysircar-Sodowsky received her doctorate in educational psychology with emphasis in counseling psychology at Texas Tech University. She is the Founding Director of the Multicultural Center for Research and Practice at Antioch University New England and Professor of Clinical Psychology. She conducts research on social justice community outreach, the effects of acculturation and enculturation on immigrant mental health, multicultural competencies in practice and assessment, and training graduate students in culturally sensitive treatment. She has authored 85 journal articles and chapters on these topics. Dr. Roysircar has participated in psychological first aid in earthquake-destroyed Haiti, tsunami-affected fishing communities in Southern India, Hurricanes Katrina and Rita-affected communities and responder organizations in the United States Gulf Coast, as well as in Southern African orphanages serving HIV/AIDS-infected and affected children and women. She has provided psychoeducation and educational programming in flood-ravaged Villahermosa, Tabasco, Mexico. Dr. Roysircar trains her volunteer response teams in disaster trauma, culture-centered response skills specific to a community disaster, and in responder self-care and resilience. Dr. Roysircar is a Fellow of the American Psychological Association. She served as the editor of the *Journal of Multicultural Counseling and Development* from 2004-2011. She was awarded the 2007 Research Award and the 2002 Extended Research Award by the American Counseling Association. Her recent co-authored books are *Theories and Strategies of Counseling and Psychotherapy: Relevance across Cultures and Settings* (in press, SAGE); the Spanish translation of *Multicultural Counseling Competencies (2007)*; and *Handbook of Social Justice in Counseling Psychology* (2006). Her instrument, the Multicultural Counseling Inventory (MCI), is the most frequently cited instrument among published self-report multicultural competency scales. Her article (Sodowsky et al., 1998), which uses the MCI instrument, was ranked 13th over the past decade among 25 most cited articles of the *Journal of Counseling Psychology*. Dr. Roysircar is ranked in productivity ratings of authors in 5 multicultural psychology journals from 1994-2007.

Azara L. Santiago-Rivera, Ph.D., NCC, The Chicago School of Professional Psychology

Azara L. Santiago-Rivera is a Full Professor at The Chicago School of Professional Psychology. Her publications and research interests include multicultural issues in the counseling profession, bilingual therapy, Latinos and depression, and the impact of environmental contamination on the biopsychosocial well-being of Native Americans. She has presented on these topics at major conferences and has published in peer-reviewed journals such as the *Journal of Professional Psychology: Research and Practice*, *Journal of Counseling and Development*, the *Journal of Community Psychology*, *Journal of Environment of Psychology*, and *Psychotherapy: Theory, Research, Practice, Training*. She has held numerous leadership positions in professional organizations such as the Vice-President of the Latino Interest Network of the Association of Multicultural Counseling and Development (AMCD), and the President of Counselors for Social Justice (CSJ) within the American Counseling Association. She was the President of the National Latino/a Psychological Association, an American Psychological Association (APA) affiliated association (2004-2006). She is a Fellow of APA and the founding Chief Editor of the new APA publication *Journal of Latina/o Psychology*.

Carola Suárez-Orozco, Ph.D., New York University

Carola Suárez-Orozco is a Professor of Applied Psychology at New York University's Steinhardt School of Culture, Education, & Human Development and Co-Director of Immigration Studies at NYU. She publishes widely in the areas of immigrant families and youth, educational achievement among immigrant origin youth, immigrant family separations, the role of the "social mirror" in identity formation, the role of mentors in facilitating youth development, and gendered experiences of immigrant youth. Her books include: *Learning a New Land: Immigrant Children in American Society*; *Children of Immigration: Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents*; and *The New Immigration: An Interdisciplinary Reader*. In 2006, she was awarded an American Psychological Association Presidential Citation for her contributions to the field of cultural psychology and immigration. She also served as the Chair of the APA Presidential Task Force on Immigration (report to be released in 2012).



Marcelo M. Suárez-Orozco, Ph.D., *New York University*

Marcelo M. Suárez-Orozco's research on conceptual and empirical problems in the areas of cultural psychology and psychological anthropology with a focus on the study of mass migration, globalization, and education, has been funded by the NSF, W. T. Grant, Spencer, Ford, Carnegie, other national and international foundations, and donors. He is author of numerous scholarly essays, award-winning books, and edited volumes published by some of the leading scholarly outlets in the world -- including multiple books with Harvard University Press, Stanford University Press, the University of California Press, Cambridge University Press, New York University Press, and numerous scholarly papers appearing in international journals, in a range of disciplines and languages, including *Harvard Educational Review*, *Revue Française de Pédagogie (Paris)*, *Harvard Business Review*, *Cultuur en Migratie (Leuven)*, *Harvard International Review*, *Temas: Cultura, Ideología y Sociedad (Havana)*, *Harvard Policy Review*, *Ethos*, *International Migration (Geneva)*, *Anthropology and Education Quarterly*, *The Journal of the American Academy of Arts and Sciences*, *Annual Reviews of Anthropology*, and others. Professor Suarez-Orozco is the Courtney Sale Ross University Professor of Globalization and Education at New York University where he also holds the title of University Professor. At Harvard, he was the Victor S. Thomas Professor of Education and Culture. In 1997, along with Carola Suarez-Orozco, he co-founded the Harvard Immigration Projects and co-directed the largest study ever funded in the history of the National Science Foundation's Cultural Anthropology division - a study of Asian, Afro-Caribbean, and Latino immigrant youth in American society. The award-winning book reporting the results of this landmark study, *Learning A New Land: Immigrant Students in American Society* (C. Suarez-Orozco, M. Suarez-Orozco, and I. Todorova) was published by Harvard University Press in 2008. At the Institute for Advanced Study, Princeton, he was the Richard Fisher Membership Fellow (2009-2010), working on education and globalization - including *Educating the Whole Child for the Whole World* with Carolyn Sattin-Bajaj, published in 2010 by New York University Press, and on immigration, including *Writing Immigration: Scholars and Journalists in Dialogue* published by the University of California Press in 2011. Professor Suarez-Orozco lectures widely throughout the world. He has delivered major addresses at the Pontifical Academy of Sciences and the Pontifical Academy of Social Sciences, The Holy See, the World Economic Forum, the German Foreign Ministry, the Mexican Chancellery, the Tällberg Forum in Sweden (with Her Majesty Queen Silvia in attendance), the United Nations, the U. S. Congress, the Aspen Institute, the Federal Reserve Bank and other venues. Professor Suarez-Orozco was educated in Argentina and at the University of California, Berkeley where he received his A.B. (Psychology, 1980), M.A. (Anthropology, 1981) and Ph. D. (Anthropology, 1986). In 2004 he was elected to the National Academy of Education, in 2006 he was awarded The Mexican Order of the Aztec Eagle - Mexico's highest honor to a foreign national, and in 2012 he was appointed Special Advisor to the Chief Prosecutor of the International Criminal Court and the City of the Hague on Education, Peace, and Justice. Professor Suarez-Orozco's basic research is regularly featured in the global media including the NYT, WSJ, The Washington Post, Time, Newsweek, U.S News and World Report, The Huffington Post, The Economist, NPR, CNN, MSNBC, as well as in the leading European, Middle Eastern, and Latin American outlets.

Lawrence H. Yang, Ph.D., *Columbia University*

Lawrence H. Yang is an Assistant Professor of Epidemiology at Columbia University. He received his Ph.D. in Clinical Psychology from Boston University and attended Harvard Medical School for clinical internship. Dr. Yang studies the social processes that shape the course of schizophrenia within diverse cultural, and specifically Chinese immigrant, groups. He has thirty peer-reviewed papers plus 7 book chapters (60% first-authored), including publications in the *Journal of Abnormal Psychology* and *The Lancet*. Dr. Yang is an affiliated researcher at the NIH-funded, National Asian-American Center on Health Disparities at U.C. Davis and is the sole intervention researcher to study psychotic disorders among Asian-Americans nationally. Dr. Yang has received six Early Career Awards, four of which are national, for this work. He has received a 5-Year K01-award from NIMH, and is scheduled to receive a 5-year, R01 grant from NIMH to study the stigma of the newly-developed "high-risk" for psychosis diagnosis.



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Martin Luther King Day w/ Barack Obama (Chicago)

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Contact: Rahul Sharma, Manager * 773.220.6711 *
info@funkadesi.com

Saturday, February 25, 2012



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. Anthony J. Marsella and Alvin N. Alvarez 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.



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Saturday, February 25, 2012



Support the 30th Annual Winter Roundtable

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Dear Friends and Colleagues,

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

We also include five important features:

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

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

I would like you to consider supporting the 2013 Winter Roundtable (our 30th anniversary) by becoming a conference sponsor.

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

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

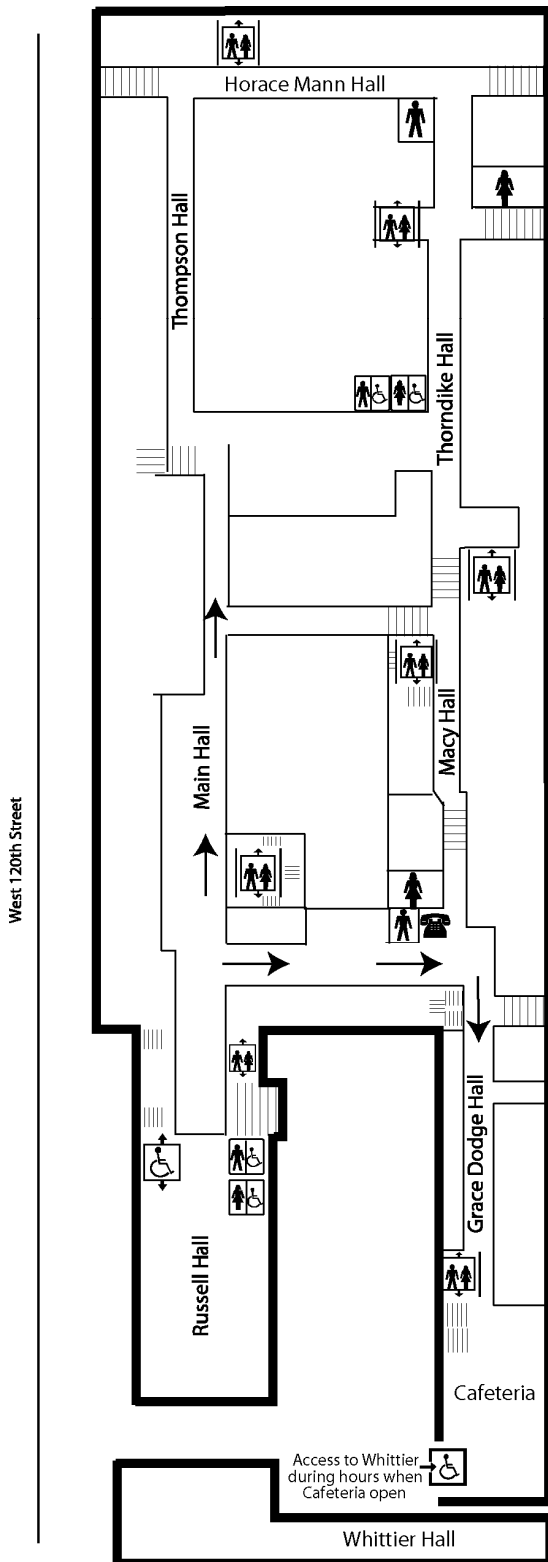
Sincerely,

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

Saturday, February 25, 2012



MAPS OF TEACHERS COLLEGE

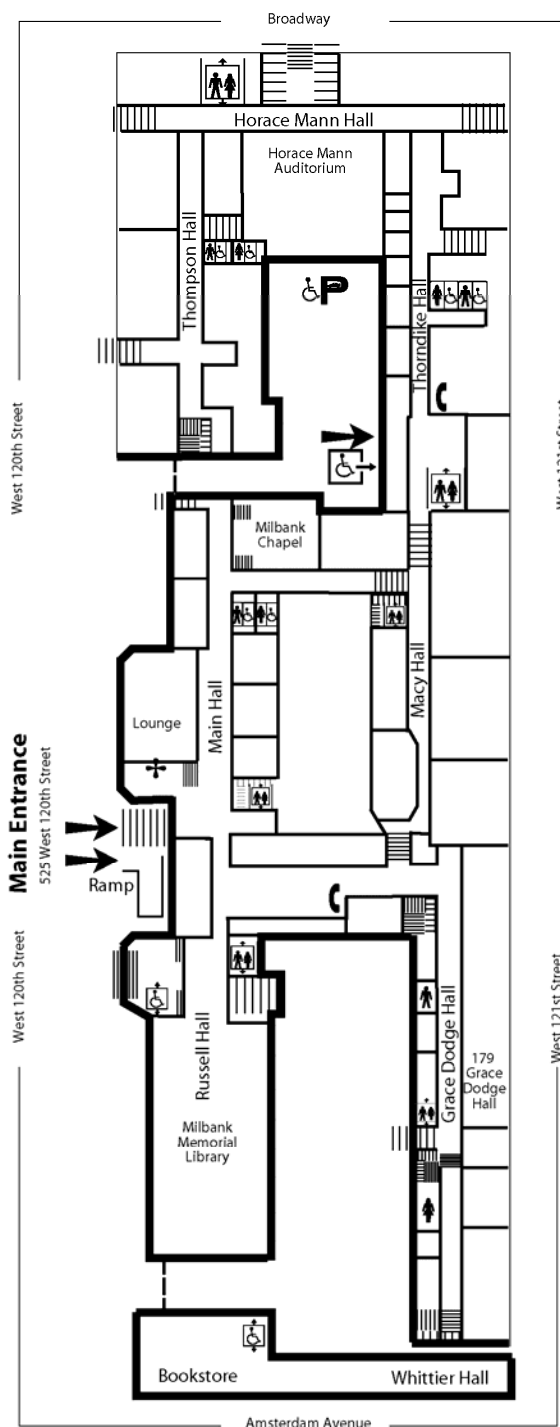


GROUND FLOOR

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

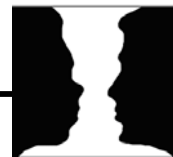
- Access Note for Wheelchair Users =
- Elevator =
- Men's Room =
- Men's Room, Wheelchair Accessible =
- Telephone =
- Women's Room =
- Women's Room, Wheelchair Accessible =



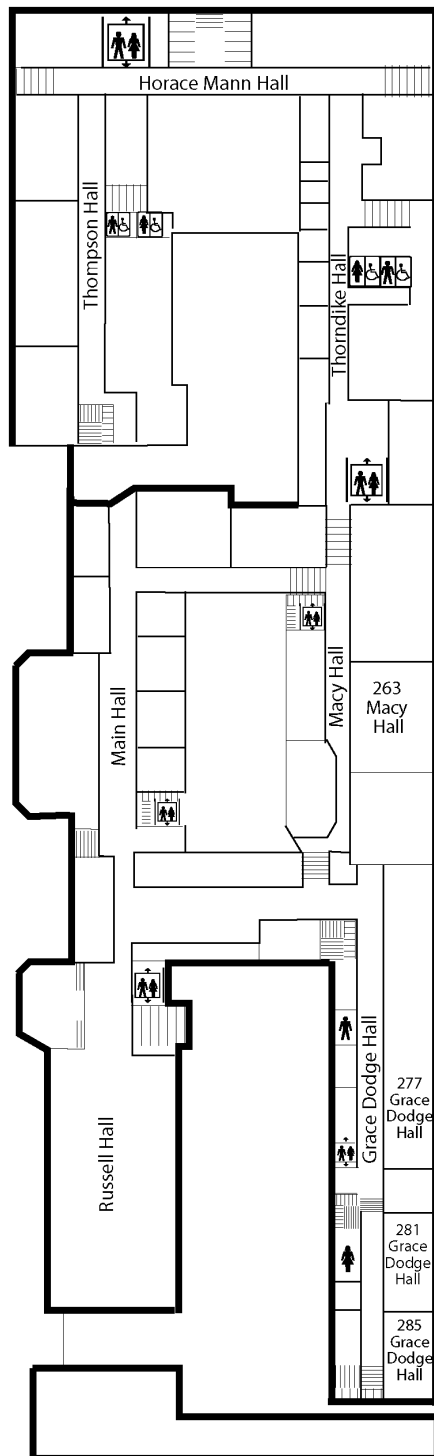
FIRST FLOOR

Legend

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



West 120th Street



SECOND FLOOR

(Higher floors are similar to this one.)

Legend

Elevator =

Men's Room =

Men's Room, Accessible to Wheelchair Users =

Women's Room =

Women's Room, Accessible to Wheelchair Users =

