

Feb 8th, 10:45 AM - 12:00 PM

# Cross-Cultural Counseling & Education Conference for Research, Action & Change [Conference Program]

Cross-Cultural Counseling and Education Conference for Research, Action, and Change

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# CROSS-CULTURAL

**COUNSELING & EDUCATION CONFERENCE  
FOR RESEARCH, ACTION, & CHANGE**

17th Annual Conference

February 9-10, 2018

Coastal Georgia Center, Savannah, GA

## Special Thanks

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### Sponsored by:

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Child and Family Guidance

### Exhibitors:

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Vintage Meets Modern

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**Dr. Patricia Stewart**

## Friday, February 9, 2018

- 8:00 a.m. - 8:30 a.m.**      **Registration and Continental Breakfast**  
Lobby
- 8:30 a.m. - 9:00 a.m.**      **Welcome and Introduction of Keynote Speaker**  
111/113  
Beth Durodoye, Ed.D., Georgia Southern University  
Leon Spencer, Ed.D., Georgia Southern University  
Deborah Thomas, Ph.D., Georgia Southern University
- 9:00 a.m. - 10:30 a.m.**      **Keynote Presentation**  
111/113  
Kathryn Norsworthy, Ph.D., Rollins College
- 10:30 a.m. - 10:45 a.m.**      **Visit Exhibitors**  
Lobby
- 10:45 a.m. - 12:00 p.m.**      **Session 1 (Concurrent Sessions)**
- 12:00 p.m. - 1:00 p.m.**      **Lunch**  
111/113/115
- 1:00 p.m. - 2:15 p.m.**      **Session 2 (Concurrent Sessions)**
- 2:15 p.m. - 2:30 p.m.**      **Visit Exhibitors**  
Lobby
- 2:30 p.m. - 3:45 p.m.**      **Session 3 (Concurrent Sessions)**
- 3:45 p.m. - 4:00 p.m.**      **Visit Exhibitors**  
Lobby
- 4:00 p.m. - 5:15 p.m.**      **Session 4 (Concurrent Sessions)**

## Saturday, February 10, 2018

- 8:00 a.m. - 8:30 a.m.**      **Registration**  
Lobby
- 8:30 a.m. - 10:00 a.m.**      **William Cross Jr. Lecture Series**  
111/113  
Peony Fhagen, Ph.D., Wheaton College
- 10:00 a.m. - 10:15 a.m.**      **Visit Exhibitors**  
Lobby
- 10:15 a.m. - 11:30 a.m.**      **Session 5 (Concurrent Sessions)**
- 11:30 a.m. - 12:30 p.m.**      **Lunch on Your Own**
- 12:30 p.m. - 2:00 p.m.**      **William Cross Jr., Ph.D.**  
University of Denver

Please sign in to each session you attend to receive CEU credit.



*Child and Family Guidance empowers children and families to achieve safety, permanency, and well-being by providing innovative community based services.*

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## Mindful Activism: Building Bridges (NOT WALLS!) and Swimming Against the Stream

Kathryn Norsworthy, Ph.D., Rollins College

Friday 9:00 a.m. - 10:30 a.m. | Rooms 111/113



In light of our deeply polarized society, counselors are well positioned to draw on social justice principles and practices in social change work. In this presentation, Dr. Norsworthy will discuss mindfulness as a foundation for activism, peace, and justice projects, particularly when we are viewed as part of the opposition. Further, the presentation will focus on bringing mindfulness to within-group conflicts in order to prevent ruptures that undermine our efforts to create communities that are more just.

Kathryn Norsworthy is a professor of Graduate Studies in Counseling at Rollins College, an LGBTQ civil rights activist, and a peace practitioner. She has spent the last 20 years traveling to South and Southeast Asia—especially Thailand—to engage in peace and justice-focused projects focusing on such issues as on violence against women, HIV/AIDS, trauma-informed peace building in areas of ethno-political and civil conflict, immigrant and refugee concerns of the people of Burma, LGBTQ social movement building, mindful activism and social change, and feminist/social justice counseling. She and her local partners also collaborate with communities in action research in which members identify and analyze the issues of concern to them, develop and implement action plans for addressing these issues, and evaluate results for the purpose of planning and implementing longer-term social change. With her primary Thai collaborator,

Ouyporn Khuankaew, Dr. Norsworthy facilitates workshops for international activists seeking to increase their knowledge and skills in mindful activism and Buddhist feminist peacebuilding. In central Florida, she has been involved in immigrant rights work and LGBTQ civil rights activism for the past 15 years. Finally, Dr. Norsworthy engages in qualitative research exploring transnational feminist, power-sharing, and decolonizing models of research, activism, and practice when western psychologists “cross borders” into countries, cultures, and communities in which they do not hold membership. Most recently, she is the recipient of the 2017 American Psychological Association International Humanitarian Award.



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### Approved Contact Hours



LPCA (Licensed Professional Counselors Association of Georgia)

The Cross-Cultural Counseling and Education Conference for Research, Action, and Change has been approved by NBCC for NBCC Credit. The Georgia Southern University Division of Continuing Education is solely responsible for all aspects of the program. NBCC Approval No. SP - 2981.



Artist: Cathy J. Sizer  
c.sizer@gmail.com

Savannah Art Association Gallery on Chippewa Square  
www.savannahartassociation.com

Gallery: 912-232-7731

Custom Designing Welcome!

## Ethical Issues in Professional Counseling

Session topic focuses on ethical standards and issues related to multicultural competency in Professional Counseling.

## Social Change, Leadership, and Advocacy

Session topics highlight the need for change related to social justice advocacy or the role of leadership in advocacy efforts.

## Practice, Strategies, Techniques, and Interventions

Session topic highlights programs, initiatives, and strategies that serve as catalysts for positive social change across a variety of settings.

## Research and Theory

Presenters may highlight a specific research project, or discuss a multicultural theory or framework and its application in a specific setting.

## Teaching, Training, and Supervision

Session topics emphasize pedagogy and provide strategies for teaching training, and supervising individuals across a variety of settings, in the area of multicultural competency in counseling or education.

## Identity Formation

Session topics focus on the development of cultural identities (e.g., race, ethnicity, gender, spirituality, social class, sexual orientation, etc.).

Friday, February 9, 2018

Session 1 Sponsored by The Citadel Graduate College



Notes

10:45 a.m. - 12:00 p.m. **Session 1**

111  
Ethical Issues  
in Professional  
Counseling

### **Matters of Race and Culture in Counseling: Unraveling The Taboo!**

*S. Kent Butler Jr., Ph.D., LPC, NCC, University of Connecticut*  
*M. Ann Shillingford-Butler, Ph.D., University of Central Florida, Orlando*

*J. Richelle Joe, Ph.D., NCC, University of Central Florida*

Why is the issue of race TABOO? Is it the fear of being seen as...? This interactive presentation will provide graduate students and new professionals with specific strategies that encourage open and honest dialogues related to race and culture.

115  
Ethical Issues  
in Professional  
Counseling

### **Exploring Ethical Considerations and Competency in Providing Counseling to Transgender Clients**

*Leon Spencer, Ed.D., NCC, LPC, MAC, CPCS, Georgia Southern University*

*Carolyn Rollins, Rh.D., NCC, CRC, Albany State University*

*Patricia Stewart, Ph.D., LPCC-S*

*Kelly Michaud, M.Ed., LPC, MAC, CPCS, The Resilience Group*

This two-part workshop will examine ethical and professional issues working with transgender client populations. Part one will be an interactive discussion and examination of counseling issues such as counselor competency, counselor bias, boundary issues, medical considerations, the ethics of caring, and supportive trusting. Part two will be an interactive session examining counseling vignettes surrounding ethical issues that can be present in working with transgender clients and their family members.

**Attendance at both Part 1 and Part 2 sessions are required to receive 2.5 hours of CE credit in ethics.**

210  
Practice, Strategies,  
Techniques, and  
Interventions

**Multicultural Counseling and Best Practices for Working With Transgender Clients**

*Bonnie C. King, Ph.D., LPC, NCC, Midwestern State University*  
*Amanda E. Johns, Ph.D., LPC-S, NCC, Nicholls State University*  
*Latrina R. Raddler, LPC-S, NCC, University of New Orleans*

In social, personal, and intrapersonal realms, transgender individuals, gender variant, bigender, gender fluid, or any other non-gender binary identifying persons have historically experienced oppression in a variety of contexts (American Psychological Association, 2008; Perez, 2005). The presenters will discuss basics regarding counseling gender variant clients, and general advocacy efforts that apply to working with this population. The purpose of this presentation is to (1) acknowledge common societal and mental health issues many transgender individuals experience; (2) discuss cultural competencies, and apply them to ACA, ALGBTIC, and WPATH competencies for working with gender variant clients; (3) discuss goals, best practices, and advocacy efforts with trans populations.

Notes

212  
Teaching, Training,  
and Supervision

**Mindful Social Justice Counselor Education**

*Kathryn Norsworthy, Ph.D., NCC, LPC, Rollins College*  
*Whitney Lake, B.A., Rollins College*  
*Sarah Clode, B.A., Rollins College*  
*Michelle Sullivan, B.A., Rollins College*  
*Jorge Alberto Valladares, M.A., Rollins College*  
*Princessa Long, B.A., Rollins College*

In this workshop, presenters, including a faculty member and six graduate counseling students, will share their experiences of a mindfulness-based multicultural and social justice counseling graduate course. The program will focus on how mindfulness principles and practices support the counselor’s ability to “hold” strong emotions and respond effectively in social justice counseling, activism, and advocacy. Experiential mindfulness practices are offered.

217  
Research and Theory

**Using Expressive Arts Therapy to Foster Psycho-political Wellbeing for Youth of Color**

*Whitney McLaughlin, LPCA, NCC, North Carolina State University*  
*LaTonya Graham, LPCS, NCC, North Carolina State University*

For youth of color, creative self-expression can be a form of resistance to oppression and marginalization. This interactive presentation will highlight the use of Ethno-political Theory in Expressive Arts Therapy to promote the psycho-political wellbeing for youth of color and encourage actions toward liberation in K-12 settings.



Notes

218/220  
Teaching, Training,  
and Supervision

## Processing the Process: A Multicultural Self-awareness Group in Multicultural Counselor Training

Adrienne Erby, Ph.D., LPC, NCC, Ohio University  
Carla Roberson, M.A., Ohio University  
Brandon Tramble, B.A., C.T., Ohio University

With many strategies designed to foster multicultural counseling awareness, this session addresses the utility of a process group in a multicultural counseling course, including the group's purpose, structure, and procedures. The presenters will share experiences of facilitating the group, describe benefits of "processing the process," present critical incidents identified by students, and discuss strategies for implementation.

1:00 p.m. - 2:15 p.m.

## Session 2

111  
Social Change,  
Leadership, and  
Advocacy

## On Being a Passionate Social Justice Activist: Grounded Reality!

S. Kent Butler Jr., Ph.D., LPC, NCC, University of Connecticut  
M. Ann Shillingford-Butler, Ph.D., University of Central Florida, Orlando  
J. Richelle Joe, Ph.D., NCC, University of Central Florida

Multicultural sensitivity, competency, and advocacy represent critical components to contemporary practice in counseling. This presentation examines the competencies necessary to be a proficient counselor and advocate within a multicultural society.

115  
Ethical Issues  
in Professional  
Counseling

## Exploring Ethical Considerations and Competency in Providing Counseling to Transgender Clients

Leon Spencer, Ed.D., NCC, LPC, MAC, CPCS, Georgia Southern University  
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210  
Practice, Strategies,  
Techniques, and  
Interventions

**“Use of Self,” Vulnerability, and Multicultural Encounters within Therapeutic Dyads**

*Jennifer Moore, Ph.D., University of Memphis*  
*Kimberly Melson, LAPC, NCC, Columbus State University*

The focus of this presentation is multicultural competency and “use of self” within psychotherapy. Case examples of therapist and client dyads, specifically with contrasting identities, will be used for discussion. We will explore the idea that the explicit processing of differences between therapist and client can increase the therapeutic alliance. The need for the therapist’s vulnerability will also be discussed.

212  
Teaching, Training,  
and Supervision

**Teaching to Transgress: Black Womyn Teaching Diversity in Counseling and Higher Education**

*Adrienne Erby, Ph.D., LPC, NCC, Ohio University*  
*LaWanda Ward, J.D., Ph.D., Ohio University*  
*Mona Robinson, Ph.D., LPCC-S, LSW, CRC, Ohio University*

Black womyn faculty disrupt Whiteness and patriarchy at the intersection of race and gender. Using Black Feminist Thought as a framework, three Black womyn faculty will share their experiences and challenges in teaching diversity-focused courses in counseling and higher education. The presenters will identify strategies for professional development, reflective teaching practice and self-care for Black womyn educators entering the academy.

217  
Social Change,  
Leadership, and  
Advocacy

**Ways and Whys: Advocating for Queer Youth Through the Theory of Change**

*Ashley A. Delgado, B.S., Salve Regina University*  
*Amanda Minor, Ph.D., Salve Regina University*

Queer-identifying individuals are constantly under the scope of the public eye; having informed services, resources and accurate representation are crucial to the overall health of queer youth. This presentation will define important topics/terminology, provide an overview of the Theory of Change in relation to population needs; and offer counselors/educators suggestions and tools for helping queer youth thrive.

218/220  
Identity Formation

**Labels: The Good, the Bad, & the Ugly**

*Warren B. Wright, M.Ed. Candidate, Georgia Southern University*  
*Pamela C. Wells, Ph.D., M.Ed., Georgia Southern University*

Freak. Slut. Thug. All of these words are labels placed on people that describe what or who they are. Labels are associated with stigma and stereotypes (Link & Phelan, 2001). These false perceptions can be internalized by individuals and impact their mental health and well-being. With the use of the ecological model, this session will focus on how labels affect individuals at the micro, meso/exo, and macrosystem levels. Participants will focus on skills and techniques to use to recognize and address negative, false, and preconceived beliefs. Participants will connect this information to their personal and/or professional clinical experience as mental health professionals.

Notes

2:30 p.m. - 3:45 p.m.

## Session 3

111  
Practice, Strategies,  
Techniques, and  
Interventions

### **Addressing Minority Myths and Race-based Biases from a Counseling Perspective**

*LaTonya Graham, LPCS, NCC, North Carolina State University*  
This session highlights strategies for recognizing and addressing minority myths and race-based biases among professional counselors across a variety of settings. In addition to addressing negative beliefs about people of various cultures, the presentation also highlights the responsibilities and expectations of counselors.

113  
Social Change,  
Leadership, and  
Advocacy

### **Social Advocacy in Counselor Education Programs: From Theory to Action**

*Samuel Sanabria, Ph.D., NCC, LMHC, Rollins College*  
*Alicia Homrich,, Ph.D., LMFT, NCC, Rollins College*  
Social justice advocacy is an important part of counseling and one of the most challenging areas for educational programs to teach. Presenters will introduce an experiential-based model for teaching social advocacy which includes a 100 hour social justice pre-practicum as well as discuss the experiences of alums who have participated in this model.

115  
Ethical Issues  
in Professional  
Counseling

### **FERPA and the Ethical Sharing of Academic Information in P-16 Settings**

*David Julius Ford, Jr., Ph.D., LPC, NCC, ACS, James Madison University*  
*Cedric Cooks, DPC, LPC, NCC, NCSC, Gwinnett County Public Schools*  
The Family Education Right to Privacy Act (FERPA) provides the legal ramifications of information sharing in academic settings. An ethical dilemma presents itself when parents/guardians insist they should be privy to counseling sessions and other academic records. Through the use various case examples, this presentation will provide participants with the tools to work ethically with students in various developmental stages while adhering to the essence of FERPA.

210  
Teaching, Training,  
and Supervision

### **Human Sexuality: Educating Future Counselors**

*Amanda M. Hinds, LPCMH, CRC, NCC, CCMHC, University of Tennessee*  
*Joel Diambra, LPCMH, NCC, LPC, University of Tennessee*  
This program will focus on human sexuality as it relates to the counseling relationship. Topics covered will include a lack of CACREP standards; ethical implications; multicultural considerations and how privilege informs different aspects of sexuality. Best practices will be identified for incorporating human sexuality into counseling courses. Possibilities for implementation and the value of human sexuality courses will also be discussed.

212  
Teaching, Training,  
and Supervision

**Cultural Competence Pedagogy: A Developmental Approach for Counseling Students and Graduates**

*Sonja A. Sutherland, Ph.D., LPC, DCC, ACS, Richmond Graduate University*

As social, political and academia-related agendas develop surrounding cultural competence, counselor-educators must be intentional about the incorporating of a variety of learning methods such as experiential interactions. Using weekly process groups within the university's diversity course, this study created a weekly immersion experience that facilitated cultural competence growth on three developmental levels - student, graduate, and supervisor.

Notes

218/220  
Identity Formation

**Ethnic Identity Development in Third Culture Kids in the United States**

*Kate E. Crockett, B.S., Augusta University*  
*Daniel Jeng, B.A., Augusta University*  
*Julian Yoon, B.S., Augusta University*  
*Denise Lenares-Solomon, Ph.D., Augusta University*

The United States has a growing community of immigrants, refugees, and asylees. Although these individuals face challenges with adjustment, their children experience a different set of obstacles as third culture kids (TCKs). The children of these foreign-born individuals blend their parents' culture (home culture) and their host culture, which creates a third culture. This presentation addresses the experience and identity development of these children who often feel they do not have full ownership in any culture.

4:00 p.m. - 5:15 p.m.

**Session 4**

111  
Social Change,  
Leadership, and  
Advocacy

**CACREP, Rap Music and Anti-Black Erasure**

*Ahmad R. Washington, Ph.D., NCC, University of Louisville*  
After posting and subsequently removing an offensive "rap" video from its website, CACREP issued a remorseful public apology. The presenter will examine how CACREP's trivial rendition of Hip Hop culture is emblematic of the pitfalls inherent to "liberal" multiculturalism, and how it illuminates an urgent need within counseling for more radical theories of social change (e.g., anti-Blackness).

113  
Practice, Strategies,  
Techniques, and  
Interventions

**"Get Out" Survival Guide: Transcending from Your Sunken Place**

*Rebecca A. George, LPC, NCC, ACS, Webster University*  
*Alexanderia T. Smith, Ph.D., LPC, CAC, Webster University*  
With the use of media such as the 2017 movie, "Get Out," written and directed by Jordan Peele, the presenters have developed a method to utilize media in understanding racism and its implications. The participants will be able to identify emotional, physical, psychosocial and spiritual implications of racism via critical analysis of the movie "Get Out." Specifically, the presenters will focus on creating an atmosphere of awareness, knowledge, and the skill of elevating one's consciousness to transcend racism in its various forms.

Notes

115  
**Ethical Issues  
in Professional  
Counseling**

## **The Intersection of Faith, Ethics, and the Helping Profession**

*Arline Edwards-Joseph, Ph.D., LPC, NCC, LSC, Albany State University*

*Patricia Stewart, Ph.D., LPCC-S*

Helping professionals should be mindful of the profound effect faith could have in their lives, the lives of the individuals they work with, and in the helping relationship. Helping professionals should also be cognizant of and work to adhere to the professional ethical codes written to help them make sound decisions.

However, the confluence of faith and professional ethics may create a sense of dissonance, giving rise to ethical dilemmas that should be addressed in the best interest of the relationship. It is therefore imperative to have continuous and intentional dialogue among helping professionals regarding the complexities of the intersectionality between faith and ethics.

210  
**Practice, Strategies,  
Techniques, and  
Interventions**

## **The Power of Puppets to Reach & Teach Under-Achieving Gifted Children**

*Paulette P. Harris, Ed.D., Augusta University*

*Linda G. Smith, B.A., Edgefield County Public Schools*

*Sarah E. Wong, Ed.S., NCC, NCSC, Augusta University*

This session will highlight curricula specifically developed to provide teachers of young children with tools and practices that emphasize positive social change across early childhood settings. This includes ways to analyze puppets for use in classrooms when addressing cultural issues. New curricula developed by the three presenters will be presented for science, math, and language arts.

217  
**Research and Theory**

## **When External Factors Meet Internal Realities: Combating Depression in African-American Males**

*Ashley Smith, LPC, NCC, Argosy University*

*Asha Dickerson, Ph.D., NCC, LPC, CPC-S, Argosy University*

Current research shows that African-American men, while having slightly lower prevalence of depressed episodes than their White counterparts, experience debilitating and persistent depressive episodes that are more resistant to treatment. In this sessions, participants will (1) develop an understanding of how perceptions of depression by African -American males perpetuates under-utilization of services, (2) identify strategies to assess and treat depression, and (3) identify the -Isms that impact the socialization of African-American men. Advocacy strategies for work with this identified population will be discussed.



## Using a Mixed Method Approach for Understanding Perspectives About Diversity in Higher Education and for Making Institutional Change Recommendations

### William Cross Jr. Lecture Series

Peony Fhagen, Ph.D., Wheaton College

Saturday 8:30 a.m. - 10:00 a.m. | Rooms 111/113



There is a frenzy among educators to figure out how to create learning environments for changing student demographics. Long-term institutional and strategic change necessitates a consideration of empirical research. Preliminary research findings on undergraduate students' perspectives on diversity will be discussed. In addition, recommendations will be made for how research can be used to inform reshaping higher education to meet the needs of students from various cultural backgrounds.

Peony Fhagen, Ph.D., is Chair and Associate Professor of Psychology and African, African American, and Diaspora Studies at Wheaton College, MA. Her area of expertise is cultural identity development across the lifespan in context (i.e., families, education institutions), particularly among cultural groups in the United States. She is currently doing research on diversity in higher education. She also studies the self-conscious emotion humiliation. Dr. Fhagen is part of a research team with Drs. William Cross, Jr., Beverly Vandiver, and Frank Worrell that created the Cross Racial Identity Scale (CRIS) and the Cross Racial/Ethnic Identity Scale (CERIS).

## Saturday, February 10, 2018

Notes

10:15 a.m. - 11:30 a.m. **Session 5**

111  
[Social Change, Leadership, and Advocacy](#)

### Three Keys for Overcoming Resistance to Social Change

*Peter Vajda, Ph.D., CPC, True North Partnering*

In spite of the vast number of social change efforts—academic, professional, corporate, religious, etc.—that focus on racial identity development, ethnic identity development, and gender and sexual orientation, resistance to social change abounds in our culture.

An exploration of the root cause of people's resistance to social change, as well as knowing and practicing how to move through this resistance, is necessary not only to understand the dynamics of multi-ethnic and multi-racial groups in the U.S., but to lead individuals to embrace an anti-oppressive, multicultural perspective driven by a psycho-emotional-spiritual state that reflects openness, acceptance, inclusion, equanimity, and inner peace.

113  
Social Change,  
Leadership, and  
Advocacy

**Whose Rights? The Men’s Rights Movement and Implications for Counselors**

Quentin Hunter, M.Ed., LPCA, NCC, University of Louisville  
Katelyn Gosnell Richey, M.Ed., LPCA, University of Louisville  
Shaun Sowell, M.Ed., University of Louisville

The men’s rights movement (MRM) is a social and political movement to dismantle feminism. Emerging from men’s activist movements of the 1970s, the contemporary MRM utilizes the language of social justice and equality to argue for political and legal actions impacting client well-being and access. This presentation explores the history and ideology of the MRM and the implications for counselors.

Notes

115  
Ethical Issues  
in Professional  
Counseling

**Ethical Questions – Research, Advocacy to Practice: A Balance in Memory Care**

Patricia M. Stewart, Ph.D., LPCC-S  
Arline Edwards-Joseph, Ph.D., LPC, NCC, LSC, Albany State University

This session will examine the content and context of memory care. The common ground of the discussion will be the threading of cross-cultural conversations into major questions and perspectives encompassing ethical challenges and possibilities. It will begin with identifying the diversity in the room and the ethical moral codes that guide various mental health professions. Each person will name/indicate a puzzling, challenging and/or successful experience in memory care. The process will be one of opening the research process and findings to a narrative using deliberative dialogue to explore aspects of memory care as a cultural space for ethics, design, practice, and relationship wondering. The creative use of design questioning will provide an opportunity to interface ethical design conversations with perspectives of cultural imagination of emerging ethical challenges, as well as the ethical standards of behavior that guide practice and advocacy.

210  
Research and Theory

**Gay Affirmative Practice: A Model for Counseling LGB Youth**

Courtney B. Walters, LPCS, NCC, North Carolina State University  
Cory W. Clark, LPCA, NCC, North Carolina State University  
Whitney G. McLaughlin, LPCA, NCC, North Carolina State University  
Samantha Simon Lohorn, LPCA, NCC, North Carolina State University  
Bredell K. Moody, LPCA, NCC, North Carolina State University

According to the Centers for Disease Control and Prevention, LGB youth are at greater risk for depression, suicide, and substance use compared to their heterosexual peers. This presentation will highlight how the gay affirmative practice model can be used to help affirm LGB youth and help them feel socially, emotionally, and physically safe and supported.



Notes

212  
Identity Formation

## **Out of the Sunken Place: Centering Racial Identity Development Amid Racial Trauma**

*David J. Ford, Jr., Ph.D., LPC, NCC, ACS, James Madison University*  
*Gerry Coffee, Ed.D., M.P.A., University of the Potomac*  
*Joshua Littleton, M.Ed., LAPC, NCC, Armstrong State University*  
*Josmar Trejo-Sanchez, Armstrong State University*

African American males are experiencing an identity crisis due to racial trauma. This identity crisis can enter the therapeutic relationship and counselors must help clients resolve it. This presentation integrates Cross's Theory of Nigrescence and Narrative Therapy, thus guiding African American male clients through their racial identity development.

218/220  
Identity Formation

## **The Strong Black Woman Archetype and Implications for Treatment**

*Donya Wallace, LPC, NCC, University of South Carolina*

African American women who embody the Strong Black Woman image are not your typical mental health clients. This presentation will explore the historical characteristics and clinical implications of working with women who strongly embrace this archetype. Treatment strategies using cultural coping methods will be proposed as a step towards developing a culturally responsive working alliance with this population.



Southeast Conference on  
Positive Behavior  
Interventions and Support

June 4-6, 2018 | Coastal Georgia Center, Savannah, Georgia

**Register by May 7, 2018 and get the Early Bird Rate!**

For more information and to register, visit  
[GeorgiaSouthern.edu/ContEd/sepbis](http://GeorgiaSouthern.edu/ContEd/sepbis)

**Identity, Mental Health and Missing Scripts**

*William Cross Jr., Ph.D., University of Denver*

Saturday 12:30 p.m. - 2:00 p.m. | Rooms 111/113



A deficit depiction of Black people has long dominated the psychological analysis of Black life. However, there is an abundance of empirical evidence to the contrary. This workshop will discuss evidence of wide spread positive mental health among Black Folk and how a funds of knowledge perspective-rather than psychopathology-better explains the small number of Black youth participating in the high school to college pipeline.

Dr. William Cross Jr. is a leading theorist and researcher in the psychology and identity development of minorities. His book, *Shades of Black: Diversity in African-American Identity*, is considered a classic in the field of racial identity. Dr. Cross began his academic career at the University of Denver, graduating in 1963 with a Bachelor of Arts in Psychology. He became heavily involved with the social movements of the 60's and 70's and pursued a Ph.D. from Princeton in Psychology with the focus on African American Studies, which has been at the heart of his research and career for the past 40 years. Cross's most notable contribution to the field came from the development of the Nigresence Theory in 1971, distinguishing the different stages of a person's life as they explore their identity as it relates to their race and the race of others around them. Cross's Nigresence Theory on identity development has been adapted to apply to both racial and social minority groups.

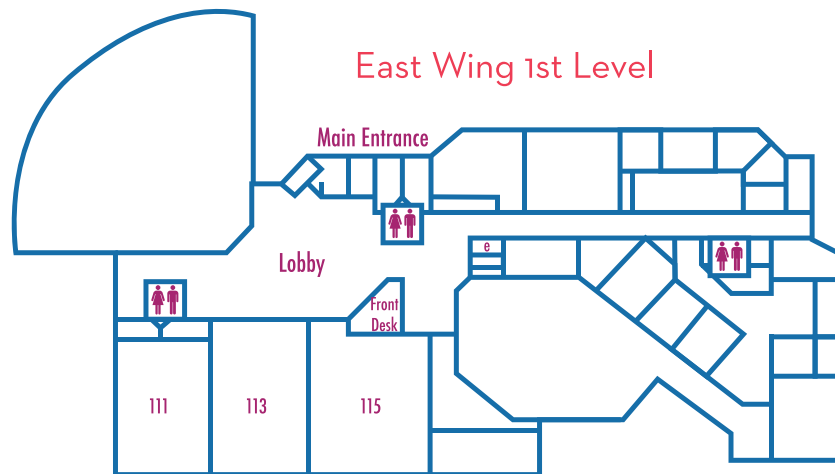
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# Map



# Save the Date!

## February 8-9, 2019

2019 Cross-Cultural Counseling and Education Conference  
for Research, Action, and Change

### Call for Proposals Opening Soon!