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Conference for Research, Action, and Change

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2019 Conference Program

Georgia Southern University, College of Education

Georgia Southern University, Continuing Education

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CROSS-CULTURAL

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

18TH ANNUAL CONFERENCE

FEBRUARY 8-9, 2019
Georgia Tech Savannah Campus
Savannah, GA

SPECIAL THANKS

Sponsors

Georgia Southern University College of Education

Child and Family Guidance

Mount San Antonio College

Exhibitors

Fulbright Distinguished Awards in Teaching

George E. Miller Art Studio

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Dr. Beth Durodoye, Chair
Georgia Southern University

Dr. Nathaniel Ivers
Wake Forest University

Dr. Leon Spencer, Honorary Chair
Georgia Southern University

Dr. Derrick Paladino
Rollins College

Dr. Lyndon Abrams
University of North Carolina at Charlotte

Dr. Patricia Stewart
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FRIDAY, FEBRUARY 8, 2019

8:00–8:30 a.m.	Registration and Continental Breakfast	Lobby
8:30–9:00 a.m.	Welcome and Introduction of Keynote Speaker <i>Dr. Beth Durodoye, Chair, Planning Committee, Georgia Southern University</i> <i>Dr. Cynthia Bolton, Associate Dean, College of Education, Georgia Southern University</i>	114/115
9:00–10:30 a.m.	Keynote Presentation The Sunken Place: Racism and Trauma -The Impacts on African-American Men <i>Yamonte Cooper, Ph.D., LPCC, NCC, CST, El Camino College</i>	114/115
10:30–10:45 a.m.	Break Visit Exhibitors	Lobby
10:45 a.m. – 12:00 p.m.	Session I	
12:00–1:00 p.m.	Lunch	
1:00–2:15 p.m.	Session II	
2:15–2:30 p.m.	Break Visit Exhibitors	Lobby
2:30–3:45 p.m.	Session III	

SATURDAY, FEBRUARY 9, 2019

8:00–8:30 a.m.	Registration	Lobby
8:30–10 a.m.	Dr. William Cross Jr. Lecture Series Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and Sustain Multicultural Competencies and Proficiencies <i>Roslyn Caldwell, Ph.D., Prairie View A&M University</i>	114/115
10:00–10:15 a.m.	Break Visit Exhibitors	Lobby
10:15–11:30 a.m.	Session V	
11:30 a.m. – 12:30 p.m.	Boxed Lunches	
12:30–2:00 p.m.	Dr. William Cross Jr. Lecture Series Identity, Personality and Worldview <i>William Cross Jr., Ph.D., University of Denver</i>	114/115

Please sign in to each session you attend to receive 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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The Sunken Place: Racism and Trauma - The Impacts on African-American Men

Friday 9:00–10:30 a.m. | Rooms 114/115



YAMONTE COOPER

Ed.D., LPCC, NCC, CST, El Camino College

From January 1, 2013 to October 3, 2016, 303 known unarmed Black Americans were killed by police officers; 278 (92%) of these victims were Black men. Trauma as a result of racism is a normative experience for many African-American men. According to the *Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013)*, "There is evidence that racism can exacerbate many psychiatric disorders, contributing to poor outcome, and that racial biases can affect diagnostic assessment" (p. 749). African-Americans who experienced racism are significantly more likely to experience symptoms of post-traumatic stress disorder (PTSD). Recent research suggests that multiple levels of racism, including interpersonal experiences of racial discrimination and the internalization of negative racial bias, operate jointly to accelerate biological aging among African-American men.

Yamonte Cooper, Ed.D., is an associate professor of counseling at El Camino College, adjunct assistant professor of school counseling at University of Southern California, adjunct professor of clinical psychology at Antioch University, licensed professional clinical counselor (LPCC), national certified counselor (NCC), ICEEFT certified emotionally focused therapist (EFT), and AASECT certified sex therapist (CST) in private practice in Los Angeles. He specializes in working with couples, trauma, sexual dysfunctions, gender and sexual identity, depression and anxiety, bipolar disorder, personality issues, grief and other mental health problems.

He is the author of the upcoming book, *The Impacts of Racism and Trauma on African-American Men* (Routledge). Further, as a Fulbright scholar, Cooper exchanged best practices in career counseling and development in Germany and has exchanged best practices with higher education institutions in Botswana.

SEE A QR CODE?

Scan It and Let Us Know What You Think of the Sessions!



Scan for Dr. Cooper's
Evaluation

STRANDS | FRIDAY SESSIONS

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.)

“National Cross-Cultural Counseling and Education Conference for Research , Action, and Change has been approved by NBCC for NBCC Credit. Sessions approved for NBCC credit are clearly identified.

Georgia Southern University is solely responsible for all aspects of the program.

NBCC Approval No. SP-3197”

*Sessions marked with an asterisk have not been approved for NBCC hours.

FRIDAY, FEBRUARY 8, 2019



Scan for Session I
Evaluations

10:45 a.m. – 12:00 p.m. **Session I**

Identity Formation

ELAB 21

Black or Gay: Navigating Dual Identity in a World of Checking Boxes*

Delton Harris, MSW, LCSW, Another Level Counseling and Consultation

Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte

NOTES

If there were a Black Lives Matter protest and a LGBTQIAA protest occurring, which would you choose? In these times, being African-American may mean being profiled, misunderstood, even death, while being homosexual may result in being disowned, categorized or emasculated; it is a hard decision to choose which identity to embrace and in which environments.

Teaching, Training and Supervision

ELAB 38

Team Work Makes the Dream Work: Teaching Cultural Competence Through Instructor-Led Immersion Learning

Kimberly Nelson, Ph.D., CSC, Fort Valley State University

It has been customary for instructors to include students engaging in some sort of immersion activity within their teaching of cultural competence. It is expected that students choose a cultural group to immerse themselves in to gain exposure, and then discuss in written form or through dialogue. Although this experiential learning activity brings to life some of the issues discussed in the class, it does not allow the instructor to address learning opportunities as they occur. This presentation will look at the pedagogy of instructor-led immersion experiences, the value of teaching within an immersion experience instructor-led model, lessons learned, and curriculum ideas and strategies using this framework.

Social Change, Leadership and Advocacy

PARB 128

Beyond Admissions: Retaining Students of Color in Counselor Education

Rachelle Barnes, Ph.D., LPCA, CRC, Winston-Salem State University

In recent years, more people of color have pursued graduate training in the field of counseling. Although the demographics are changing, studies have found that these students' experiences in counseling programs at predominantly White institutions (PWIs) have been challenging. This presentation will discuss ways to support students of color pursuing master's and doctoral degrees in counseling and counselor education.

Teaching, Training and Supervision

PARB 227

Talk! Please Stop Talking! The Challenges of Facilitating Classroom Discussions on Taboo Topics

Krista Malott, Ph.D., LPC, Villanova University
Xihlovo Mabunda, B.A., Villanova University

This presentation explores students' reluctance to engage in authentic classroom discussions surrounding multicultural and social justice topics. Based on a combination of the presenters' research and personal experiences, respectively as student and instructor, positive and negative experiences will be explored. Audience members will exchange ideas and support, as well as identify ways to deepen student learning through dialogue.

NOTES

Horizontal lines for taking notes.

Practice, Strategies, Techniques and Interventions

PARB 239

Incorporating Ecomaps to Understand Clients' Interactions with Ecological, Contextual and Systemic Environments

Derrick Paladino, Ph.D., LMHC, NCC, Rollins College

Stephanie Arredondo, M.A., Rollins College

Breahannah Hilaire, Registered Mental Health Counseling Intern, Rollins College

Ecomaps provide understanding into how interactions between people and their external environments promote growth and development. Furthermore, they account for how individuals influence their environments, how some environments favor some individuals' development more than others (e.g., privileged environments), and how ecological experiences impact the way individuals navigate the world. This hands-on presentation will discuss the ecomap and its application in multicultural counseling.

Practice, Strategies, Techniques and Interventions

PARB 255

23 and 1: Establishing Trust and Cultivating Lasting Impacts with Black Male Clients

Kristen Dickens, Ph.D., NCC, ACS, Georgia Southern University

Nehemiah McClendon, B.S., Georgia Southern University

John Holt, B.S., Georgia Southern University

"Twenty-three and one" is a concept that originates from prison culture. Presenters will discuss the adaptation of the original concept and how to positively reframe it to work within a counseling setting. This presentation includes strategies and interventions counselors can use with younger Black male clients in an effort to leave a lasting impact on an often overlooked client population.



Scan for Session II Evaluations

1:00-2:15 p.m.

Practice, Strategies, Techniques and Interventions

ELAB 21

Session II

Mental Well-Being and Schools: The Role of the Educator*

Allison Jackson, Ph.D., Georgia Southern University

This session will address the role of the educator in recognizing the increasing mental health needs of students. Additionally, this session will discuss resilience in relation to positive mental well-being, as well as culturally appropriate strategies that educators can use to promote mental well-being.

Teaching, Training and Supervision

ELAB 38

Traversing Critical Incidents: Techniques for Enhancing Difficult Dialogues

S. Kent Butler, Ph.D., LPC, NCC, NCSC, University of Central Florida

This interactive presentation will involve participants writing their own narratives, which involve encountering challenging situations. During this activity, participants will have the opportunity to process these incidents. The presentation will also include small groups that will model how to facilitate a difficult dialogues.

Teaching, Training and Supervision

PARB 128

Historical Roots of Racism in the USA

Lisen Roberts, Ph.D., Western Carolina University

Through a series of storytelling vignettes, this session presents a history of race and racism in the United States, beginning with the arrival of European settlers to Jamestown. Examination of this history will illuminate current realities of inequality and injustice. Participants will gain greater historical understanding of racism and counselor educators will gain content for teaching cross-cultural counseling.

Practice, Strategies, Techniques and Interventions

PARB 227

Mad, I Am Still Ni@@a: Facilitating Empowerment Groups for People of Color

Delton Harris, MSW, LCSW, Another Level Counseling and Consultation

Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte

Due to the increase in the outward expression of racial tension, the level of legal action taken against African-Americans, and the level of societal “wokeness,” the Black Experience has become another Civil Rights Movement with social media and multiple forms of art being its platform. Participants will learn to utilize different art forms to build authentic, brave and vulnerable spaces.

Teaching, Training and Supervision

PARB 239

From the Voices of Students: Social Justice Training and Identifying Training Growth Edges*

Shawntell N. Pace, M.Ed., University of Georgia

Adriauna Clay-Potts, B.S., University of Georgia

Madeline K. McGarrh, B.S., University of Georgia

Denise Powers, B.A., University of Georgia

Elizabeth Thacker, B.S., University of Georgia

This presentation addresses the purpose and importance of social justice and advocacy training in counselor education. Additionally, social justice issues that are often underrepresented in literature and within social justice training will be examined. Implications for training and students’ development as counselors will also be discussed.

Social Change,
Leadership and
Advocacy

PARB 128

**Reframing Mental Health Perceptions: The Need for
Mental Health Education in Embu, Kenya***

Aishwarya Joshi, M.S., Heidelberg University

Yuichi Sasakawa, B.A., Heidelberg University

Despite the higher prevalence of mental health problems in rural Kenya, the negative stigma associated with mental health continues to persist (Puffer, et al., 2012; Lee, et al., 2016; Endetei, et al., 2017). Musiyami (2017) reported that people in rural Kenya continue to resist mental health services by internalizing and minimizing the impact of mental health problems. The purpose of this paper presentation is to unmask the need for mental health education and its impact on the resistance of youth-at-risk towards mental health services.

Teaching, Training
and Supervision

PARB 227

**Listen to the Music: Training Counselors
Through the Use of Music**

Richard Deaner, Ph.D., Augusta University

Kathryn Towns, B.S., Augusta University

This presentation will discuss the use of music as a tool to enhance awareness, knowledge and skills for counselors-in-training. First, presenters will briefly review the effects of music on the brain and on learning. Next, presenters will demonstrate how songs and reflective discussion can stimulate learning. Diverse cognitive styles, learning styles, and micro-counseling techniques will be considered during these reflective activities.

Social Change,
Leadership and
Advocacy

PARB 239

**Exploring Gender Justice in Counselor Education:
Counseling Students Speak Out**

Kathryn Norsworthy, Ph.D., Licensed Psychologist, NCC, Rollins College

Michelle Ilugbusi, B.S., Rollins College

Sarah Moore, B.S., Rollins College

Barb Dos Santos, B.S., Rollins College

Christina Senesi, B.S., Rollins College

Taylor Sweet, B.S., Rollins College

Social justice and advocacy are at the heart of the counselor education process. Cultivating awareness, knowledge and skills in the area of gender justice is central to the process of deepening critical consciousness of counselors-in-training. Join a group of graduate counseling students, and a faculty member, as they facilitate a classroom simulation demonstrating a feminist-liberation framework for increasing critical consciousness and cultural competencies in anti-sexist counseling and activism.

NOTES

**Ethical Issues
in Professional
Counseling**

PARB 255

Spirituality and Ethics

Pamela Wells, Ph.D., LPC, Georgia Southern University

Spirituality and religiosity are fundamental values for both counselors and clients. How do we, as counselors, support our clients and their spirituality and engage in ethical decision making? What do we do when our values conflict with our clients? Come and learn how to engage in ethical decision-making when our values may not align with our client's choices.

SATURDAY, FEBRUARY 9, 2019



Scan for Dr. Caldwell's Evaluation

Dr. William Cross Jr. Lecture Series

Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and Sustain Multicultural Competencies and Proficiencies

8:30-10:00 a.m. | Rooms 114/115

NOTES



ROSLYN CALDWELL

Ph.D., Prairie View A&M University

Roslyn Caldwell, Ph.D., explores the challenges faced by African-American and Latino/a youth-at-risk intersecting with the criminal justice systems. In addition, she offers ways to develop and incorporate intervention and prevention programs that are culturally relevant, transcend time and are mentally liberating.

Dr. Caldwell is an associate professor in the Department of Psychology at Prairie View A&M University, a published author of several articles and book chapters, and the recipient of several awards. She is an expert in the areas of clinical and forensic psychology particularly as it relates to multiculturalism in forensic psychology, mental health programming, program evaluation and treatment effectiveness among adolescent youth. Dr. Caldwell is passionate about understanding how African-American and Latino/a youth are disproportionately exposed to environmental and social conditions, and the importance of developing and providing interventions designed to understand the vulnerability of being victimized by socially oppressive phenomena.

Dr. Caldwell is the co-creator and director of the Bakari Mentoring Program, an intervention and prevention program cultivated from the Bakari Project—*Bakari* meaning: “One Who Will Succeed” in Swahili—originally developed by Dr. Thomas A. Parham over 20 years ago.

NOTES

Horizontal lines for taking notes.

Social Change, Leadership and Advocacy

PARB 128

Beyond the Baby Blues: Cross-Cultural Perspective on Perinatal Mental Health

Pamela Wells, Ph.D., Georgia Southern University
Rena Kibler, B.S., Georgia Southern University

Postpartum depression is not "the baby blues." Perinatal mood disorders (PMD) affect up to one in five individuals across socio-economic strata, cultures and communities. Culturally sensitive awareness and care is imperative for struggling individuals. This session examines silent barriers to women, and underprivileged and marginalized populations around PMD, and promotes advocacy and multiculturally competent training for mental health counselors.

Identity Formation

PARB 227

"But What Are You, Really?": Examining Multiracial Identity and Psychological Well-Being

C. Peeper McDonald, Ph.D., LPC, ACS, NCC, Mercer University
Victoria Glover, B.S., Mercer University

With the continued growth of the multiracial population, it is increasingly important to study this underrepresented group. This presentation will provide an overview of the literature regarding psychological well-being and multiracial identity. The presenters will then give recommendations for future research regarding these constructs, and discuss implications and recommendations for counselors and counselor educators.

Practice, Strategies, Techniques and Interventions

PARB 239

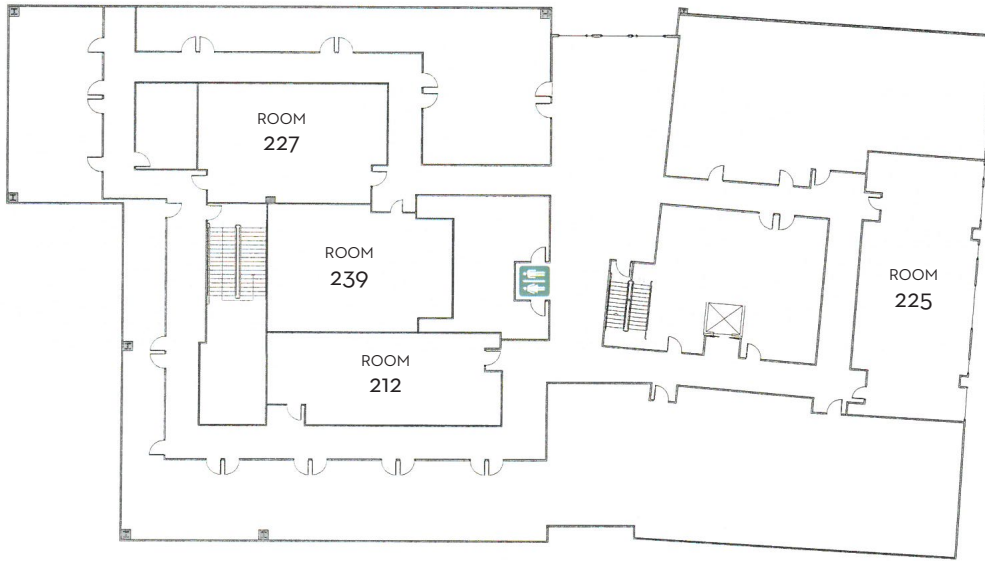
"Let's Have a Talk!": Creating a Process Support Group for Those Holding Target Identities at a PWI

Leigh Baker, Ph.D., Stetson University
Princessa Long, M.A., Stetson University
Michelle Sullivan, B.S., Stetson University

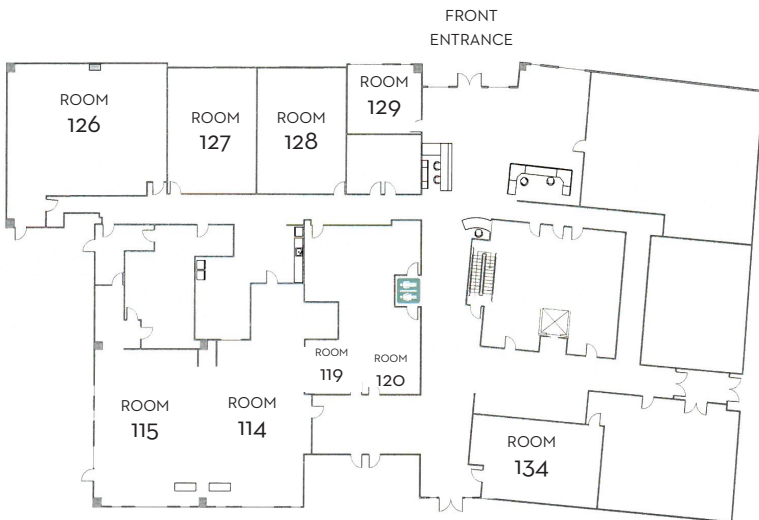
College students holding target identities often have to contend with micro-aggressions and isolation, which can inhibit their academic success. This presentation deals with creating safe spaces for these students to hold helpful conversations about their experiences and help each other cope, thereby allowing them to focus their energies back into their own success.

MAPS

Georgia Tech Savannah
PARB Building Second Floor



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Georgia Tech Savannah
ELAB



Mt. San Antonio College is excited to announce the opening of the **Vice President of Instruction** position and 40 new full-time, tenure-track faculty positions:

- Access (formerly DSPS) – Writing Support Emphasis
- Administration of Justice
- Adult Basic Education
- Aeronautics – Commercial Flight
- Aircraft Maintenance
- Architecture
- Art (Ceramics)
- Art (Illustration & Drawing)
- Art History
- Biology (Microbiology)
- Biology (Non-Majors)
- Business Management
- Chemistry
- Communications (Forensics)
- Counseling
- Counseling – EOPS/CARE
- Counseling – ESL
- Counseling – Veterans
- Education for Older Adults
- Engineering
- English
- Fire Technology
- Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R)
- History (Latin America/United States)
- Kinesiology, Aquatics Assistant Coach
- Kinesiology, Head Women’s Soccer Coach
- Library Science (Career & Technical Education)
- Library Science (General Librarian)
- Mathematics (2 Vacancies)
- Mental Health Technology/Psychiatric Technician
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Short-Term Vocational
- Sign Language/English Interpreting & American Sign Language
- Sociology
- Spanish
- Theater (Technical Theater)

For more information about these and other positions available in the College, visit our employment website:

<https://hrjobs.mtsac.edu/>.

Our Mission

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

Our Equity Commitment

Mt. San Antonio College recognizes that equity and diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. We seek employees who possess a genuine interest in serving others because we serve a diverse student body.

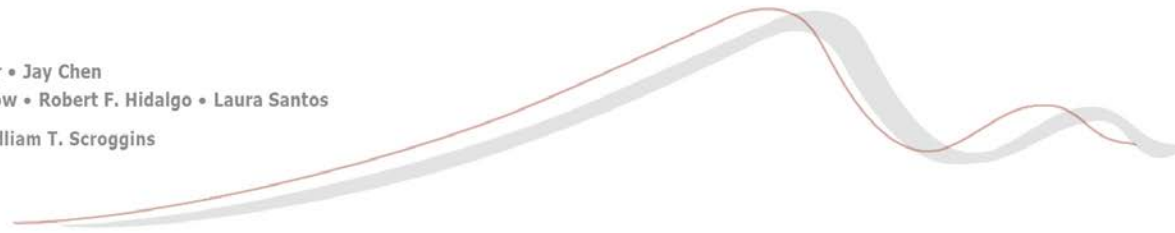
About the Region

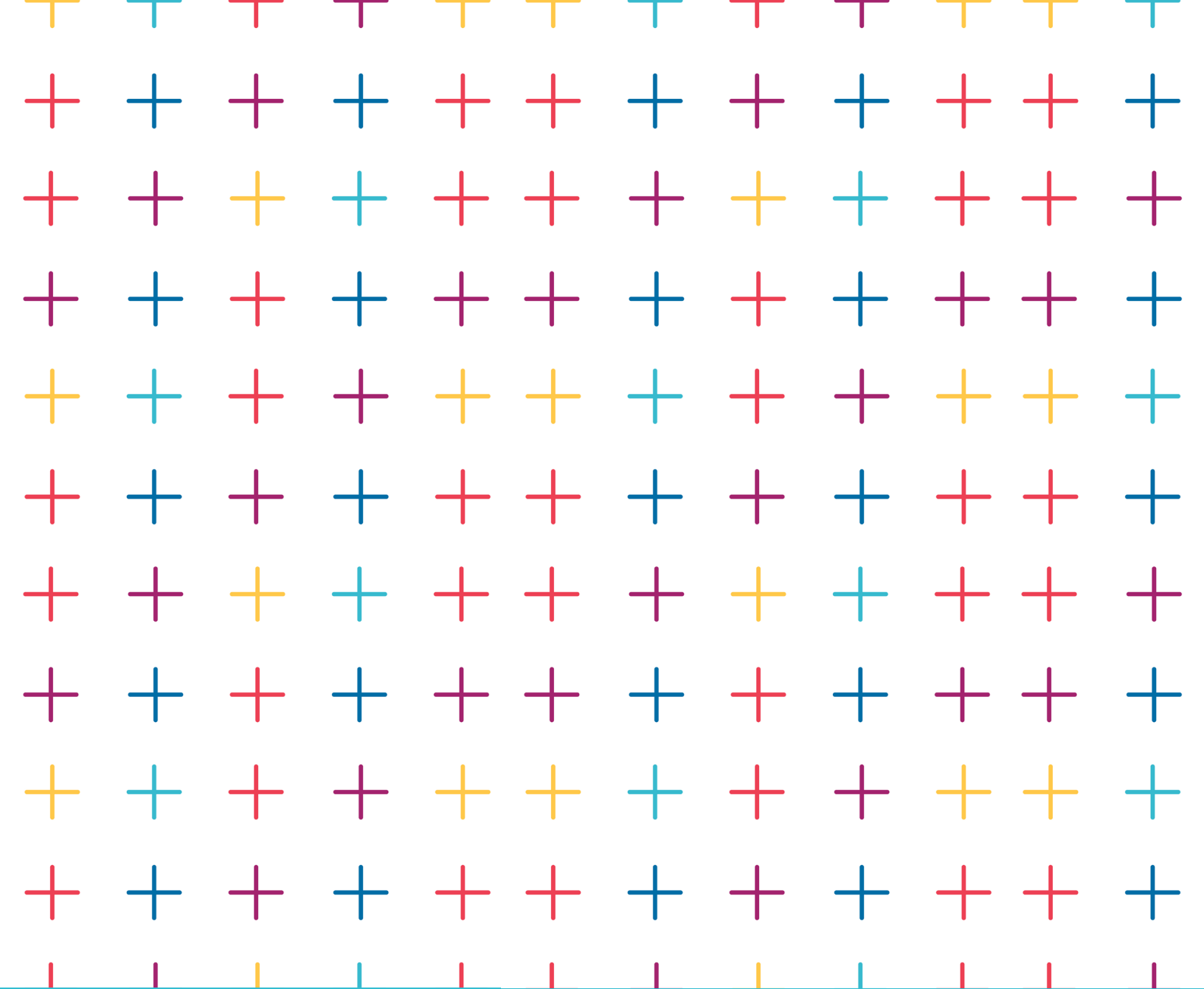
Mt. San Antonio College sits on 420 rolling acres in Walnut, California, located on the eastern edge of the diverse Greater Los Angeles Area. With equestrian and farm roots, the city combines the charms of suburban living with the benefits of being just 25 miles from Downtown Los Angeles and its incredible cultural and recreational activities. Regularly ranked in Money Magazine’s Best Places to Live, Walnut is known for its exceptional educational offerings, including Mt. SAC and the prestigious Walnut Valley Unified School District schools.

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19th Annual Cross-Cultural Counseling and
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February 7-8, 2020

